

WORKBOOK

ANCIENT AND MEDIEVAL HISTORY

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TABLE OF CONTENTS

PART I — BEGINNINGS OF CIVILIZATION		PART V — THE TRANSITION FROM CLASSICAL TO CHRISTIAN CIVILIZATION	
UNIT	PAGE	UNIT	PAGE
I — How People Lived in the Old Stone Age	1	XIII — How Christianity Grew and Affected the Roman Empire	53
II — How the First Farmers Lived	3	XIV — How the Barbarians Came and Affected Civilization	57
III — How the Earliest States Arose and What They Contributed to Civilization	5	XV — What the Dark Age Was	62
IV — How Other Widely Separated Civilizations Developed in Asia and America	12		
PART II — CLASSICAL CIVILIZATION IN THE GREEK CITY-STATES		PART VI — EUROPEAN CIVILIZATION IN THE MIDDLE AGE	
V — How the Greek City-States Arose	16	XVI — How People Lived in The Middle Age	69
VI — How the Persian War Affected Athens	21	XVII — What Government Existed in the Middle Age	72
VII — How Alexander Won an Empire and Greek Civilization Expanded	27	XVIII — What Culture Our Ancestors Possessed in the Middle Age	78
PART III — CLASSICAL CIVILIZATION IN THE ROMAN EMPIRE		PART VII — THE TRANSITION FROM MEDIEVAL TO MODERN CIVILIZATION	
VIII — How the Roman City-State Arose	31	XIX — How the Crusades Affected the Middle Age	83
IX — How Rome's Conquest Produced Imperial- ism	35	XX — How Autocracy Was Revived	87
X — How the Roman Republic Was Changed	39	XXI — How Europe Expanded Overseas	93
XI — How the Roman Empire Developed and Affected Graeco-Roman Civilization	43	XXII — How the Revival of Learning Was Accom- plished	97
PART IV — THE CLASSICAL AGE IN FARTHER CHINA		XXIII — How the Break in the Church Occurred	100
XII — What Great Empires Arose in China and India	50	XXIV — How Autocracy Declined	104
		TESTS (Units I-XXIV)	113
		PROGRESS CHART	inside back cover

A DIRECTIVE STUDY TEST
ON
THE USE OF THE TEXT

It is suggested that every pupil take this test in class under the direction of the teacher. It is for the purpose of showing the pupil how to acquire skill in the use of the text. The pupil who does not make close to a perfect score should repeat the test.

I. Underscore the proper word in each parenthesis and fill the blanks.

1. By consulting the (title page, preface, table of contents, list of maps, list of illustrations) I find that this book was published in the year
2. By consulting the (title page, preface, index, epilogue, bibliographies) I find that the word "Pericæci" occurs on page
3. By consulting the (title page, preface, index, list of maps, table of contents) I find that Chapter XIX begins on page
4. By consulting the (title page, preface, list of maps, list of illustrations, index) I find "Laocoön" on page
5. By consulting the (index, list of illustrations, preface, table of contents, bibliographies) I find the questions to Chapter X on page
6. By consulting the (index, preface, list of illustrations, title page, table of contents) I find that Professor Moon teaches at
7. By consulting the (index, preface, title page, list of illustrations, list of maps) I find that the text contains [a number] pictures.
8. By consulting the (index, title page, list of maps, preface, table of contents) I find that the authors are grateful to Miss of Atlanta for helpful criticisms.
9. By consulting the (index, table of contents, preface, title page, list of maps) I find that Part IV is called
10. By consulting the (preface, index, list of maps, list of illustrations, title page) I find that "Ceylon" is mentioned on different pages.
11. By consulting the (preface, index, list of maps, table of contents, title page) I find that Professor Hayes' first name is
12. By consulting the (preface, chapter itself, index, table of contents, title page) I find that Chapter XII covers [a number] pages.
13. By consulting the (index, list of illustrations, preface, maps themselves, list of maps) I find that the book contains [a number] maps.
14. By consulting the (index, preface, table of contents, title page, list of maps) I find that the text was published by the Company.
15. By consulting the (index, table of contents, preface, title page) I find that the book contains [a number] chapters.

II. Underscore the correct word or phrase in each parenthesis.

1. The book lists at the ends of chapters are called (biographies, encyclopedias, bibliographies, bibliophiles, appendices).
2. The text contains (no, several, many, a great many) footnotes.
3. If I were asked to characterize Cæsar, I would write (about his appearance, all I know, about his achievements, about his family, about his personality).
4. If I were asked to summarize the events related in a chapter, I would (tell all I know, describe the leading characters, list the dates and events, give a condensed statement, give the social background).
5. If I were asked to contrast Pericles and Hannibal, I would tell (how they were alike, all I know about both, why Pericles was the greater, how they differed, about the period in which each lived).
6. If I were asked to list the principal events of a chapter, I would (tell all I know, describe the two or three outstanding ones, merely name them, give all the dates possible, describe the principal hero).
7. If I were asked to describe Martin Luther, I would (tell of his appearance, write about his personality, tell what he did, show why he is discussed, tell all I know).
8. If I were asked to compare Homer and Vergil, I would tell (how they were alike, all I know about both, why Homer was greater, how they differed, about the period in which each lived).
9. If I were asked to discuss the civilization of Egypt, I would (list the achievements, describe the geography, give both good and bad points, describe the great kings, outline its history).
10. If I were asked to outline the events of a chapter, I would (list them, discuss them, tell all I know, arrange them in major and minor points, characterize the principal characters).

Total points 40. Number correct Grade

ANCIENT AND MEDIEVAL HISTORY WORKBOOK

This workbook was prepared particularly to accompany Hayes and Moon's *Ancient and Medieval History*. The teacher should read with the students the directions for study given below and show them how the first unit is done. In this way any modifications of the suggested technique can easily be made.

To the Student:—

You are eager to develop the best of study habits in order to lighten your work and make more interesting your historical and other studies.

HOW YOU CAN STUDY EFFECTIVELY

I. Form the habit of following the suggestions in the *Workbook* in the order in which they come or as they are assigned by your teacher.

II. At the beginning of each unit, rapidly read the complete chapter, at one sitting if possible — at least in one day. Sometimes the chapters are long and you may think the assignment arduous. Be assured, however, that the increased interest and understanding will more than repay you for this initial work.

III. In this initial reading, do not attempt to remember a mass of details. Acquaint yourself with those facts that you consider most important and outstanding. Your teacher will aid you in doing your first assignment. Do not try to fill in the blanks or to do any of the other exercises during this reading.

IV. As you re-read your assignment, do promptly, carefully, and neatly what the *Workbook* tells you to do.

V. Form a habit of underlining important statements, of making marginal notes, of finding the meanings of unfamiliar words, of locating unknown geographical locations, of associating persons with movements, and of studying carefully each picture and map.

VI. When you have finished the unit, before you take the unit test, tell silently to yourself or orally to some one else (preferably a member of your class) the story of the unit.

VII. You will find it very helpful to keep a notebook regularly and faithfully. It should contain: (1) assignments and suggestion made by the teacher; (2) the names of books which you want to read or points to be looked up; (3) the meanings of new words and phrases; (4) a sentence or phrase explaining each of the dates to be remembered; (5) maps which your teacher assigns or which are called for by the projects; (6) the solution of such projects as you want to work or the ones which your teacher assigns; (7) notes on outside readings; (8) an outline for each chapter.

VIII. Administer to yourself the unit test and score your own paper, unless your teacher directs otherwise. Then record your mark in the appropriate column in "My Progress Chart" which is found on the inside of the back cover of the *Workbook*. Should you have any difficulty, consult your teacher. You will watch your grade improve with much interest.

PART I—BEGINNINGS OF CIVILIZATION

UNIT I—HOW PEOPLE LIVED IN THE OLD STONE AGE

I. General Survey, *Text*, Chapter I.

A. Read this chapter, close your book, and briefly list ten facts that you remember.

1.
2.

3.
4.
5.
6.
7.
8.
9.
10.

Outline Exercises: Fill in the blanks or underline the appropriate words, as the nature of the exercise indicates, after you have studied carefully your lesson.

A. *Unrecorded History*, pp. 4-6

1. Recorded history begins about the year.....
2. Three kinds of remains from which we can study unrecorded history are (1)
....., (2), and (3)
3. Unrecorded history remains incomplete, because.....
.....
4. Unrecorded history covers (some, much, vastly) more time than recorded history.
5. A stone tool is found under fifty feet of soil. Suppose that the soil has been deposited at the rate of four inches a century. The tool would then be about.....years old.

B. *The Dawn of History*, pp. 6-7

1. Flint was selected as the first stone to be used as a tool, because it is.....
2. The first chipped flints which were used as tools are called....., which means.....
3. The technical term for Old Stone Age is the.....Age.
4. The three earliest human remains are the (1), (2), and
(3) (See footnote p. 7 and Time Chart No. 1.)

C. *The Hunters of Big Game in the Old Stone Age*, pp. 8-14

1. Early hunters used a.....to attack wild animals.
2. Three kinds of animals of the Old Stone Age were the (1), (2),
and (3)
3. Underscore the names of regions which were covered by ice. Ireland, Scotland, Germany, Italy, Sweden, Spain, Poland.
4. As the ice age came on, man sought refuge in.....
5. The best fist-hatchets were made by (chipping, pressure.) (Study the pictures on pp. 8 and 11.)
6. The race of cave men have been called.....
7. We know that the cave men lived in their caves a very long time because.....
.....
8. The Cro-Magnon was (larger, smaller) and probably (more, less) intelligent than the Neanderthaler.

D. *Hunters and Artists*, pp. 14-17

1. The Cro-Magnons used bone or horn for making (1), (2), (3)
 , and (4)
2. The cave artists made pictures of several kinds of animals, (1), (2);
 (3), and (4)
3. The discovery of needles indicates that the Cro-Magnons wore.
4. Cro-Magnon jewelry was worn by the (men, women).
5. Underline the two greatest inventions of early man (flint knives, fist-hatchets, needle, bow and arrow).

III. Projects

A. *A Great Museum*

Object: To learn how a natural history museum contributes to our knowledge of history.

Procedure: Note the illustrations in the first chapter. Most of them were obtained from the American Museum of Natural History in New York. Find out from the encyclopedias what you can about this famous museum and tell how it has helped us to record *unrecorded* history.

B. *A Historical Method Project*

Object: To learn how cave rubbish can reveal history.

Procedure: Read page 13 of your text and draw a careful cross-section of the cave debris **described**. Explain why a tool or weapon found in the bottom layer is older than one in the top layer.

C. *A Life Story*

Object: To understand the effects of the invention of the bow and arrow.

Procedure: Write the story of an old Cro-Magnon, who tells of his encounters with wild animals in the days when he used merely a fist-hatchet. Show how he regards the young men of his day who use the "modern" invention of the bow and arrow.

UNIT II—HOW THE FIRST FARMERS LIVED

I. General Survey, *Text*, Chapter II.

A. List the inventions or products of civilization that the Neolithic man used, as you remember them from your first rapid reading of this chapter:

- | | |
|-------------|-------------|
| 1. | 13. |
| 2. | 14. |
| 3. | 15. |
| 4. | 16. |
| 5. | 17. |
| 6. | 18. |
| 7. | 19. |
| 8. | 20. |
| 9. | 21. |
| 10. | 22. |
| 11. | 23. |
| 12. | 24. |

II. Outline Exercises: Re-study your assignment very carefully and complete the following exercises under the direction of your teacher.

A. *The Age of Farmers*, pp. 20-24

1. The Near East includes the lands around the eastern end of the.....Sea.
2. The Near East was the scene of the earliest civilization, because it afforded (1),
(2), and (3)
3. The Neolithic or, more accurately, the Age of Farmers, began about the year.....B.C.
4. The development of grain farming caused (more, fewer) people to live within a given area.
5. The first wild animal to become tame [domesticated] was the.....
6. Domestic animals insured a regular supply of.....
7. Four kinds of animals used for transporting men and goods were the (1), (2),
(3), and (4)
8. The invention of the wheel led to the construction of.....and.....

B. *Great Inventions of the Age of Farmers*, pp. 24-31

1. The cutting of trees and the construction of houses were made possible by the invention of the.....
2. The New Stone Age is technically called the.....Age. It was brought in by the use
of the.....
3. The makers of pottery were (hunters, farmers, herdsman).
4. Red pots were made by using clay that contained.....and white ones by the use of
.....
5. Linen is made from the fibers of..... It was used for (1), (2), and
(3)
6. The first metal to be used in making tools and weapons was.....
7. Bronze is a mixture of.....and.....
8. The demand for copper led to the development of.....
9. The process of making iron harder is called.....
10. The leading people in the use of iron were the....., who lived in.....
11. The heroes of the *Iliad* used (some, no) iron weapons.

III. Projects: Any of these that you care to do may be placed in your notebook.

A. *The Potter's Wheel*

Object: To understand how a potter's wheel enables the worker to make a better bowl.

Procedure: Study the illustration on page 25 and read the footnote on page 27 of your text. Draw a diagram of a potter's wheel and explain its use.

B. *A Great Museum of Art*

Object: To understand how the knowledge of art contributes to history.

Procedure: Read in the encyclopedias about the Metropolitan Museum of Art. Many illustrations in Chapter Two and throughout the book were obtained from that museum. Distinguish it carefully from a museum of Natural History.

C. *An Analytical Comparison*

Object: To appreciate the importance of early discoveries.

Procedure: Discuss the relative importance of the discovery of how to make pots with how to weave. Which has contributed more to our knowledge of history?

UNIT III — HOW THE EARLIEST STATES AROSE AND WHAT THEY CONTRIBUTED TO CIVILIZATION

I. General Survey, *Text*, Chapter III.

A. Read as much of this chapter as possible at one sitting. Then list the locations of the early seats of civilization. In case you did not finish the chapter, complete it at your first opportunity and also complete the list.

- | | |
|---------|----------|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

B. Place an asterisk before the above states that afterwards became empires.

II. Outline Exercises: Do these exercises, as in the previous units.

A. *The Map of the Egyptian Empire*, p. 35

- Three provinces belonging to Egypt about 1450 'B.C. were (1), (2), and (3)
- Two mainland regions and two islands which came under Egyptian influence were (1), (2), (3), and (4)
- At the city of Sais the Nile delta was about.....miles wide, and at Thebes the fertile strip was about.....miles wide.
- Note the relative size and fertility of Upper and Lower Egypt.
- The First Cataract divides.....from.....
- Turn to Map I in this *Workbook* and complete the exercises pertaining to Egypt. You will find the directions on the page preceding the outline map.

B. *Ancient Egypt*, pp. 35-49

- Egypt consists of two areas,and.....
- The soil of Egypt really comes from.....
- Much of the history of the Lower Egypt is unknown, because.....
- A dynasty is a series of.....of the same.....
- Between 3500 B.C. and 332 B.C. there were..... [a number] dynasties in Egypt.
- Predynastic refers to the period before the year..... The people of that period were (herdsmen, farmers, cave men, mere hunters).
- The Egyptian calendar, devised about the year....., is based upon (moon months, the solar year).
- The earliest writing was based upon....., but letters of the alphabet were based upon.....
- The substitute for paper used by the Egyptians was.....

10. Egyptian picture-writing is called.....; Egyptian handwriting is called....., and the shorter form is called.....
11. King..... of Upper Egypt conquered Lower Egypt.
12. The Old Kingdom lasted about..... centuries.
13. The Pharaohs lived in a palace known as....., which means the..... They were (poor, rich, exceedingly rich).
14. The pyramids were (tombs, palaces, forts, monuments).
15. We know that the Egyptians believed in immortality, because.....
16. The builder of the Great Pyramid was..... or.....
17. The great pyramid covers..... acres and contains..... blocks of stone.
18. The Great Sphinx is really a portrait of a king, possibly..... (See page 72.)
19. The king had (few, many) duties.
20. The royal architect probably planned the building of..... and.....
21. The capital city was....., located at the head of the.....
22. The local governors, who had charge of....., were called.....
23. Two benefits which Egyptian government afforded the people were..... and....., and a successful..... system.
24. The Egyptian nobles had (few, many, no) conveniences.
25. The common people were serfs, for they could be..... with.....
26. The rulers of the Old Kingdoms were opposed by the..... and by.....
27. Some kings of the Feudal Age were energetic. One dug a.....; another constructed a.....; another maintained miners in the Peninsula of..... to obtain copper.
28. The Middle Kingdom ended about the year.....

C. *Map of the Babylonian Empire of Sargon I*, p. 56

1. The Tigris and Euphrates were once (longer, shorter) than they are now.
2. The region nearest the mouths of the two rivers was called....., and the region around Babylon was called.....
3. Note the location of the Taurus Mountains, famous for their..... mines.
4. Locate the Lebanon Mountains, famous for their.....
5. Note the location of Elam, The Kassites, and Assyria.
6. Turn to Map I of this *Workbook* and complete the exercises pertaining to Babylonia.

D. *Ancient Mesopotamia*, pp. 49-59

- i. The Euphrates and Tigris push the Persian Gulf about..... feet farther south each year.
2. Ancient Mesopotamia was about..... miles long and..... miles wide.
3. Alluvial soil is that which has been deposited by.....
4. Crop rotation and fertilizers were unnecessary in Mesopotamia, because..... every.....

5. Successful irrigation systems indicate the presence of a strong government, for.....
 6. The Sumerians were (ugly, handsome) people.
 7. It is probable that very few Sumerians could write, because the scribe had to learn.....
 8. Cuneiform letters were made on.....
 9. Instead of making a carbon copy of a letter, the Sumerian made a.....
 10. For building material the Sumerians used.....
 11. The ruler of a city was called a....., and, if he conquered another city, he became a.....
 12. The learned men were the....., who also levied..... and..... money.
 13. The city-states were (loosely, closely, not at all) connected with each other.
 14. People who wander from place to place are called.....
 15. The desert tribes frequently invaded the fertile valleys to secure..... and.....
 16. The ruling families of Akkad belonged to the..... race.
 17. Sargon conquered (1), (2), and (3), and established an Empire that extended from the..... to the..... Sea.
 18. Following the decay of Sargon's empire, became the capital city, but it was overthrown by an army from.....
 19. Hammurabi, who ruled from..... to....., was king of the city-state of.....
 20. Hammurabi increased the supply of grain by digging.....
 21. Hammurabi's laws numbered..... and were (mild, harsh, exceedingly severe).
 22. The laws provided penalties, two of which were..... and.....
 23. Some matters which were regulated by Hammurabi's laws were (1)....., (2)....., (3)....., (4)....., and (5).....
 24. The successors of Hammurabi were conquered by the.....
- E. Barbarians, Horses, and Empires, pp. 60-62*
1. The conquering Kassites adopted the (1), (2), and (3) of the conquered Babylonians.
 2. The Kassites held control in Babylonia between the years.....
 3. The Hyksos armed with..... defeated the Egyptian foot-soldiers.
 4. The Hyksos kings were finally driven out by a Theban prince about the year.....
 5. The Kassites and Hyksos were able to win victories because they used.....
 6. The use of the horse resulted in improvements in three fields, (1), (2), and (3)
- F The Egyptian Empire, pp. 62-73*
1. The Egyptians became warlike and improved their military skill by the use of the..... and.....

2. The famous XVIIIth Dynasty fixed the capital of Egypt at.....
3. Thutmose I and Thutmose III conquered.....and forced the chieftains to pay tribute.
4. Foreign conquests had three effects: (1); (2); (3)
5. The great temple of.....at Thebes was built in honor of the god.....
6. The Egyptian stoneworkers attained surprising skill, being able to cut and transport a block of granite weighing.....
7. The gods and kings were portrayed in a (natural, dignified, fantastic) manner.
8. Aside from their artistic merit, Egyptian inscriptions and pictures are valuable.....
9. The early Egyptians believed in (many, one, a few) gods. Such a religion is called.....
10. The sun-god was.....and the river-god was.....
11. The Theban god was.....
12. The belief in future life led to.....and the.....
13. The judgment consisted of the process of weighing the..... In case the person was worthy, he.....; in case he was wicked, he was punished by being fed to a.....
14. *The Book of the Dead* consisted of.....which enabled one to deceive Osiris.
15. Another example of belief in magic was the.....
16. Amenhotep IV believed in the god,, and changed his own name to.....
17. Tutankhamon, whose mummy was discovered in the year....., believed in the god..... and religiously (agreed, disagreed) with his father-in-law (Amenhotep IV, Khufu).
18. By gifts and taxes the priests became enormously wealthy, owning.....part of the land, many (1), (2), (3), (4), and (5)
19. The basis of the economic life of Egypt was.....
20. Much of the land was owned by the (1), (2), and (3)
21. Some products which were made for export were (1), (2), (3), and (4)
22. Queen Hatshepsut is famous because of the expedition to.....
23. A canal connected the.....with the.....
24. Exchange of goods without the use of money is known as.....
25. The middle-class people made their money by.....and.....
26. By 1200 B.C. the Egyptian army contained.....foreigners.

27. The country soon fell into two separate countries, and the King at Thebes was dominated by th
.....
28. Egypt was conquered in turn by (1), (2), (3)
(4)
29. Egypt was a great country not in war, but in (1), (2)
(3), and (4)
30. Write 332 after the manner of Egyptian arithmetic.

G. *Map of Early Cretan and Aegean Civilizations*, p. 76

1. Crete bounds the.....Sea on the south.
3. Crete is from 320 to 350 miles from (1), (2), and (3)
3. Crete is northwest of Egypt; Mycenæ and Tiryns are.....[a direction] of Crete.
4. Turn to Map I in this *Workbook* and complete the exercises pertaining to the Aegean World.

H. *Aegean Civilizations and the Sea Kings of Crete*, pp. 73-77

1. History texts written before 1890 told nothing about ancient Crete, because.....
.....
2. Crete was the half-way station through which Egyptian civilization was transmitted to.....
3. The Minoan Age covered the period from.....to.....
4. The capital city of Crete was.....
5. Cretans wrote on....., but their writing has not been deciphered.
6. The Cretans excelled in.....and.....
7. Cretan artists were (inferior, superior) to Egyptian artists.
8. The Cretans carried on trade with (1), (2), (3), and.....
(4)
9. Two Cretan settlements on the Greek mainland were.....and.....
10. The Cretans influenced the Greeks in (1), (2), (3)
and (4)
11. Knossos was captured and destroyed about the year.....

I. *Map of Phœnicia and Palestine about 1000 B.C.*, p. 78

1. The River.....flows from the Sea of Galilee to the Dead Sea.
2. Phœnicia is bounded on the east by the.....Mountains and on the west by the:
.....Sea.
3. Three cities of Phœnicia were (1), (2), and (3)
4. The cities of Ashdod and Gaza were in the land of the.....
5. The city of Samaria was in.....and Jerusalem was in.....
6. Turn to Map I in the *Workbook* and complete the exercises pertaining to Syria and Palestine.

J. *Syria and the Semites*, pp. 77-83

1. Syria and Palestine were settled by immigrants from the.....world.

2. Syria is the strip of country along the.....
 3. Syria was a battlefield and commercial highway, because it was the connecting link between.....
 - and and between..... and.....
 4. Syria was the melting-pot of the ancient world. Two immigrant races were the.....
 - and the.....
 5. The prevailing language of Syria was.....
 6. The story of the early Hebrews is recorded in the.....
 7. The Hebrews went into Egypt because of a..... and were eventually led out by.....
 8. Under the leadership of..... the Hebrews conquered the.....
 9. The Hebrew capital was....., where King..... built a famous temple.
 10. Most ancient people believed in many gods, but the Hebrew prophets taught monotheism, which means.....
 11. The Hebrew moral code is summed up in the.....
 12. The Hebrew religion became the basis for.....
 13. The Phœnicians are famous for their.....
 14. Three famous wares which the Phœnicians bought and sold were (1), (2), and (3)
 15. The Phœnicians founded colonies in (1), (2), and (3); their most famous city was.....
 16. The earliest kind of writing consisted of.....; the second step was to have symbols represent.....; and the third step was to have symbols for.....
 17. Writing with letters which represent sounds is called.....
 18. Whether the Phœnicians invented the alphabet or not is uncertain, but at least from them the.....
 -
 19. The letter A probably was once the symbol for....
 20. The Greeks improved the alphabet by inserting.....
- K. Map of the Assyrian and Babylonian Empires, p. 87.*

1. Assyria was located along the..... River.
 2. Babylon was on the..... River and Nineveh was on the.....
 3. Beside Assyrians, the Assyrian Empire included the following peoples: (1)
 - (2), (3), (4), (5)
 - (6), and (7)
 4. The largest of the three empires shown on the map was the.....
- L. Empires of the Iron Age, pp. 83-91*
1. Bronze weapons were replaced by those made of.....
 2. The Hittites had two great military advantages over their enemies,
 - and..... weapons.

3. The Hittite Empire flourished between the years of and, but it was overthrown by the
4. The Assyrian god was, whose symbol was the
5. The Assyrian army consisted of (foreigners, nobles, common people) but the was in command.
6. The infantry consisted of men who fought (on horseback, in chariots, on foot).
7. Two cruel methods which the Assyrians used in punishing their enemies were and
8. Under Shalmaneser the Assyrians conquered Cilicia, from which was obtained; from the Armenians they won and mines.
9. Under King the Assyrians conquered Egypt, which they controlled between the years and
10. Assyrian provinces were administered by who were (kind, cruel).
11. In order to hold the empire together, the Assyrians constructed
12. The Assyrian government was supported principally by and
13. Assyrian civilization was borrowed, principally, from
14. The Assyrians used stone for making and
15. The great palace at Nineveh was erected by King
16. When Ashurbanipal ascended the throne in the year, the Assyrian Empire consisted of (1), (2), (3), and (4)
17. Ashurbanipal is famous for his
18. The fall of in 612 B.C. brought the Assyrian Empire to an end.
19. Assyria was succeeded by
20. Nebuchadrezzar conquered the Hebrews, burned their capital,, and carried thousands of them to
21. One example of Babylonian splendor was the
22. In 539 B.C. Babylon was captured by

M. The Rise of Persia, pp. 91-93

1. The two principal peoples inhabiting the Iranian Plateau were the and
2. The first great Median king,, helped to defeat Assyria and slowly built an empire of his own.
3. The conquerer of Media and founder of the Persian Empire was who ruled from to
4. Persian civilization was not original but was based upon that of and
5. The Persian god was, the great prophet was, the sacred book was the, and the evil spirit was

II. Projects

A. *Writing Efficiency*

Object: To understand the methods of writing letters in ancient terms.

Procedure: Make a comparison of Egyptian papyrus writing with the Babylonian method of writing on clay tablets. Consider speed, cost, permanence, and convenience of writing and sending.

B. *Important Elements of Civilization*

Object: To understand the conditions under which civilization will flourish.

Procedure: Read pages 71-73 of your text and show that the country, people, materials, and traditions are more vital factors in civilization than military strength or political control.

C. *A Scrapbook*

Object: To learn history which is not in the textbook.

Procedure: Begin a scrapbook or a scrap section in your notebook. Collect pictures from newspapers and magazines. Clip news items about archaeologists and historical persons. During the year you will be able to add much to what is in the text and you will learn that history is being written constantly.

D. *Learning Geography*

Object: To learn the geography of the Near East.

Procedure: Study the maps on pages 35, 56, 76, 79, and 87 in your textbook and complete the outline map on the following page.

1. Locate Thebes, Memphis, the pyramids, First Cataract, Mt. Sinai, Jerusalem, Nineveh, Akkad, Babylon, Ur, Susa, Knossos, Mycenæ, Troy, Tiryns, Lebanon Mountains, Ashur, Ecbatana, and the Taurus Mountains.
2. Using colored crayons draw the boundaries of Egypt, Assyria, Babylonia, Phoenicia, and the Ægean area.
3. In small letters, indicate the location of Elam, Media, Armenia, Samaria, Judea, the Hittites, Sumer, Libya, Nubia, Syria, Cyprus, the Philistines, and Arabia.

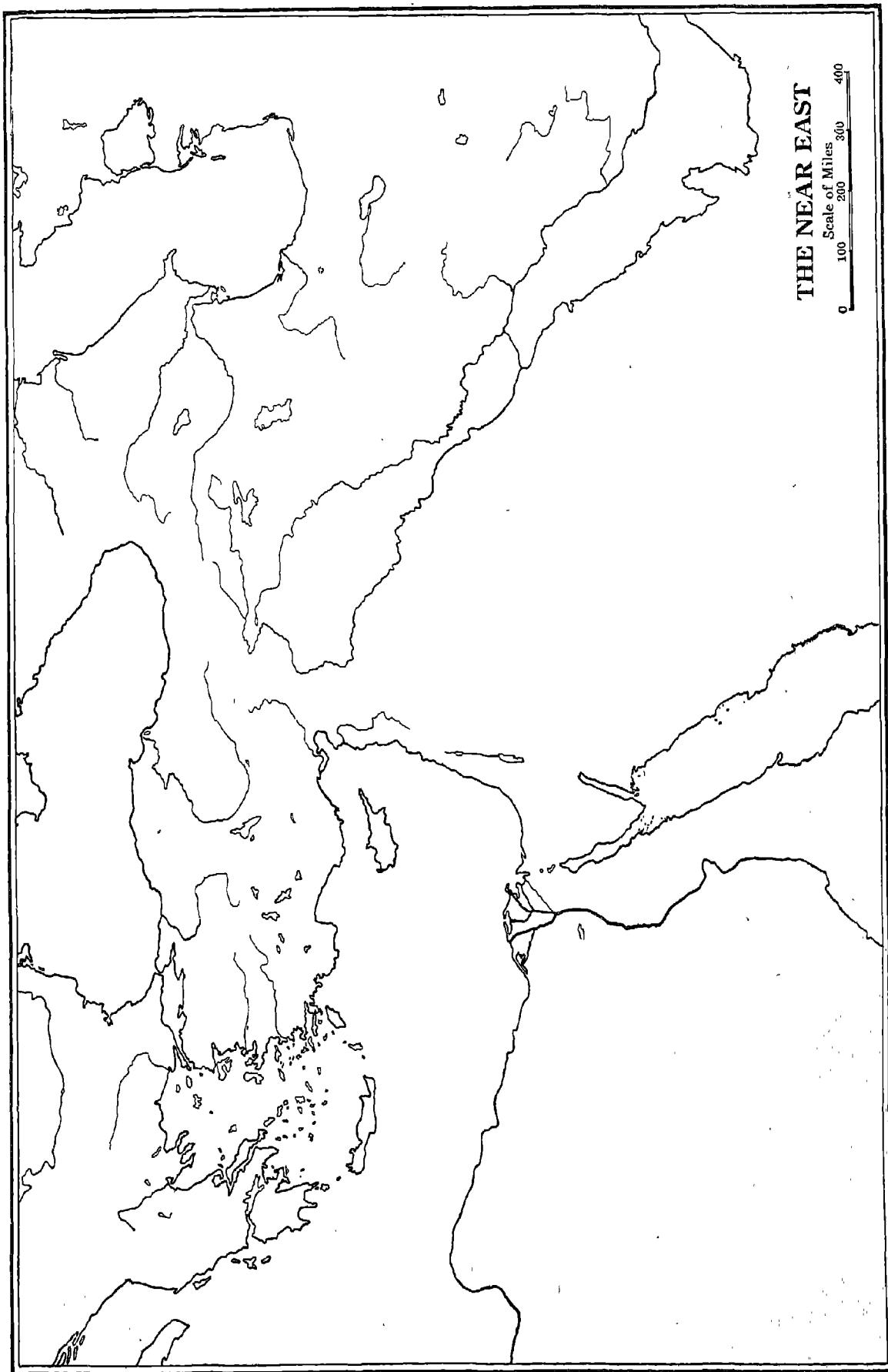
UNIT IV — HOW OTHER WIDELY SEPARATED CIVILIZATIONS DEVELOPED IN ASIA AND AMERICA

I. General Survey, *Text*, Chapter IV.

A. Re-read the directions for study given at the beginning of this *Workbook*.

B. Read Chapter IV through rapidly. List in the appropriate columns the products of civilization that you found associated with the respective country whose name heads each column.

<i>The Far East</i>	<i>India</i>	<i>America</i>
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.



THE NEAR EAST

Scale of Miles
0 100 200 300 400

MAP I

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I. **Outline Exercises:** Now re-study your assignment and do the following exercises under the direction of your teacher.

A. *The Map of Asia*, p. 97

1. The three types of land shown in colors are (1), (2), (3)
2. Five rivers named on the map are the (1), (2), (3), (4), and (5)
3. The country containing the largest area of fertile land is.
4. Turn to Map VIII in this *Workbook* and complete as many of the exercises as you can from this map.

B. *The Far Eastern World*, pp. 97-103

1. Three mountain ranges which served as a barrier between the Near and Far East were the (1), (2), and (3)
2. The plateau of and the Desert of offered additional barriers.
3. Droughts and overpopulation caused the Mongolian nomads to.
4. The historic struggle in China was between the. and the.
5. The Mongolian nomads served as a connection between the Far East and the Near East by.
6. The Chinese may have received the civilization of the Near East from.
7. Two reasons for thinking that the Chinese and Sumerians may have been relatives are the similarity in. and in.
8. The Chinese believe that their civilization originated in.
9. According to Chinese legends inventions and improvements were made by the.
10. The Chinese began to use iron and copper (before, after) the people of the Near East. [See footnote, p. 98.]
11. Ancient China in the Chóu dynasty consisted of the land along the. River.
12. The border duchies served as protectors of the.
13. As the rulers of border provinces became stronger and more warlike, the. lost.
14. Chinese writing is very difficult to learn because it consists of so.
15. Korea was a vassal state of.
16. The ancient inhabitants of Japan are called.
17. Reliable Japanese history began several centuries after.

C. *The Aryans in India*, pp. 103-109

1. India was isolated from the rest of Asia on the north by the. Mountains and on the northwest by the. Mountains and by deserts.
2. India received some products from the Near East, for example the. and.
3. The *Rig Veda* consists of a collection of. The oldest part was written about the year.
4. Reliable history of India begins (later, earlier) than that of the Near East.
5. The *Rig Veda* was written in the. language.

6. Many words show that the (1), (2), (3), (4), (5) and other languages are related.
7. Most of the languages of Europe belong to the group.
8. According to the Aryan theory, Indo-European people are all descendants of the same of
9. In India the Aryans easily conquered the
10. The Aryans of northwestern India used for estimating values.
11. In war and religion, the Aryans of India were much like the
12. The three upper castes of (1), (2), and (3) were Aryans, while the fourth caste made up of serfs consisted of
13. The caste system discouraged marrying between races, and it also tended to keep people in the
14. Belief in the transmigration of souls tends to (stimulate, discourage) ambition.
15. By the year the Aryans had spread into eastern India, but they had yet formed no strong monarchy.

D. Mayas, Aztecs, and Incas, pp. 109-119

1. The American Indians probably came from by way of
2. The early Indians were (farmers, herdsmen, hunters).
3. The two important crops raised by the Indians after they developed agriculture were and
4. An irrigation system indicates civilization because and are necessary.
5. The Indians of Mexico or Central America learned how to and
6. The leading tribe in developing the art of building was the, who learned the art (sooner, later) than the Egyptians.
7. One great aid in building was the discovery of how to make
8. Mayan art found its best expression in
9. Mayan writing was (phonetic, ideographic, hieroglyphic).
10. The Mayan year consisted of months of twenty days each.
11. About 600 A.D. the Mayas migrated to the peninsula of
12. When Columbus discovered America, Maya civilization was (on the decline, at its height).
13. The Toltec pyramid at Cholula is larger than the
14. The heirs of the Maya and Toltec civilization were the
15. Two blemishes upon their civilizations were and
16. From a military standpoint, the Inca Empire was a (weak, strong) nation.
17. The temple at Cuzco was in honor of
18. The American Indians have contributed (1) plants, (2), and (3) some

III. Projects

A. *A Contrast of Life*

Object: To understand why the plainsman made war on the farmer.

Procedure: List the articles and comforts which a settled farmer or a city dweller could enjoy which the nomad of the plains could not possess. Compare the two people with respect to courage and endurance.

B. *Another Contrast of Life*

Object: To understand why China and India did not advance so rapidly in civilization as the Near East.

Procedure: Picture a mountain community with no improved road and many miles from a railroad. Few travelers and traders ever come and no one leaves the community. Compare such a community with a prosperous manufacturing town near a great city. Point out the barriers which hold the community back. Point out the bearing this has on India and China.

C. *A Discussion of Opportunities in India and America*

Object: To appreciate the effects of the caste system.

Procedure: Compare the opportunities of an American boy even though born into a poor family with those of a Sudra boy in India.

D. *Civilized Indians*

Object: To learn about the Aztecs or Incas.

Procedure: For the Aztecs read the story of Cortez; for the Incas read about Pizarro.

PART II—CLASSICAL CIVILIZATION IN THE GREEK CITY-STATES

UNIT V—HOW THE GREEK CITY-STATES AROSE

I. General Survey, *Text*, Chapter V.

A. Read this chapter through at one sitting if possible, certainly in the same day

B. Close your book and make an outline including as many items as you can remember. After you have completed the following Outline Exercises, you will be interested in correcting your outline and adding to it in many places.

II. Outline Exercises. Now complete the following exercises.

A. *What the Greeks Inherited*, pp. 122-126

1. Our ideas of (1), (2), (3), (4)

....., and (5)are derived to a large degree from the Greeks.

2. From prehistoric times, the Greeks inherited (artistic ideas, practical arts, political ideas).

3. When the Greeks became an important race, (copper, iron, bronze) was the practical metal.

4. In architecture, the Greeks were (imitators, originators).

5. The Greeks inherited a considerable body of information concerning (1), (2)

....., and (3) forms of

6. The Greeks were the heirs of all the preceding ages and had the advantage of not being the slaves of

B. *From Homer's Heroes to the Iron Age*, pp. 126-134

1. The culture of the Greek mainland was borrowed directly from.....

2. The Mycenæan Age is the period from about.....to.....

3. The conquerors of the Mycenæans were the.....

4. Homer probably lived during the.....century B.C. and wrote the.....and the.....

5. The Homeric poems picture Greek life in the.....century.
6.was ruler of the little kingdom of Mycenæ. His power was limited by a council of.....and by the assembly of.....
7. One of the principal pleasures of Homer's heroes was.....
8. The principal gods and goddesses of the Achæans were (1), (2), (3), (4), and (5)
9. One of the most attractive features of the Achæan nobles was their.....
10. Paris, son of the King of Troy, visited....., king of Lacedæmon, and fell in love with his beautiful wife,, and carried her away to Troy.
11. During the siege of Troy the famous combat between.....and.....took place.
12. By the stratagem of the.....the Greeks were at last able to capture Troy.
13. The discoverer of the ruins of Troy was a German named.....
14. Of the nine cities built on the same site, Troy was probably the.....in order.
15. The Achæans fought to gain control of the Strait of the.....
16. Today we would consider the Achæans as.....or.....
17. The Heroic Age of Homer's poems was followed by a.....Age, during which time the....., led by the....., conquered the Achæans.
18. The conquerors were less highly civilized than the Achæans and were able to win because they used.....
19. The Greeks sometimes called themselves....., and Greece sometimes is called.....

C. *Map of the Hellenic and Phœnician Worlds*, p. 134

1. In addition to Phœnicia, the Phœnicians occupied parts of (1), (2), (3), (4), and (5) the northern coast of.....
2. Greek settlements were made on all coasts of the.....Sea.
3.was a Greek city in Egypt.
4. Magna Græcia was the southern part of.....
5. The Greek city on the Bosphorus was.....; in the heel of Italy,; and in the instep,
6. The region just north of the Hellespont was called.....
7. The Greeks called the Black Sea the.....
8. The map indicates that the Greeks were (traders, farmers, herdsmen).
9. Turn to Map II in this *Workbook* and complete the exercises which are based upon this map.

D. *Commerce, Colonies, and Culture*, pp. 134-142

1. The eastern shores of the Ægean Sea were settled by the Greeks between the years.....and.....
2. The Æolians settled the island of.....and the nearby mainland. [See map, p. 146.]

3. The Dorians settled Cos and, while thesettled Chios, Samos, and considerable areas on the mainland of Asia Minor.
4. Ionia was the gateway through which the civilization of Egypt, Mesopotamia, and Syria reached
5. Ionians founded the city of Miletus near the mouth of theRiver. [See map, p. 146.]
6. In time, Miletus founded more than seventy towns on the southern shore of the
7. Miletus exported (1), (2), and (3)and received (1), (2), (3), (4), and (5)from her colonies.
8. In the seventh century the Greek city ofwas established in Egypt.
9. Miletus carried on trade with the wealthy city ofin Italy.
10. The greatest and wealthiest Greek city of the seventh and sixth centuries was
11. Thales of Miletus won fame in three subjects, (1), (2), and (3)
12. The Ionians showed their artistic ability inand
13. Sappho lived aton the island of Lesbos. She established a school in which she taught (1), (2), and (3)
14. Many authorities regard Sappho as the
15. The use of money in trading replaced
16. Kingof Lydia coined money about the year
17. Coined money stimulated the growth of
18. Two colonizing cities which rivalled Miletus wereand
19. The Eubœan soldiers, armed with spears, formed a solid unit known as a
20. Chalcis formed colonies on the peninsula of [See map, p. 146] and the city ofin Italy.
21. Through the Chalcidians the Greekwas carried to the Romans.
22. Corinth, famous for its commerce, founded the city ofin Sicily and occupied the island of
23. The government of Corinth was a(n) (democracy, aristocracy, monarchy).
24. A Greek tyrant was what we should call a
25. The most famous of Corinthian tyrants was, who encouraged (1), (2), and (3)
26. Greek tyrants usually opposed the (masses, kings, aristocrats).
27. The period of the greatest colonizing by the Greeks was between the yearsand
28. Greek colonies were bound to the founding cities by sentiment but not by
29. The two most important causes of Greek colonization were, and

E. Map of Ancient Greece, p. 146

1. The Athenians were (Ionians, Dorians, Æolians). [See color scheme in corner of map.]
2. Name the four kingdoms just east of the Greek settlements in Asia Minor. (1)
(2), (3), and (4)
3. The Peloponnesus was divided into six city-states. Locate them on the map.
4. Locate the islands of Delos, Corcyra, Cythera, Ægina, Naxos, and Tenedos; the peninsulas of Chalcidice and Chersonese; the mountains of Parnassus, Ithome, Olympus, Helicon, and Ossa; the rivers of Mæander, Eurotas, Peneus, Granicus, and Alpheus; the cities of Corinth, Argos, Eretria, Chalcis, Delphi, Olympia, Plataea, Leuctra, Eleusis, Marathon, and Chæronea; the city-states of Attica, Eubœa, Phocis, Doris, Bœotia, Locris, and Thessaly.
5. Turn to Map II in this *Workbook* and complete the exercises which are based upon this map.

F. Spartan Militarism, pp. 142-147

1. Sparta, located on the River, was conquered by the
2. Most Greek city-states solved the problem of overpopulation by colonization, but Sparta solved it by
3. The Spartans conquered, the neighboring city-state to the west.
4. In order to hold peasants in subjection the Spartans passed harsh laws, which are said to be the work of
5. The Spartan government was administered by two, a Senate of
[a number] old men, an assembly of, and a committee of five, known as
6. At the age of a Spartan boy began his military training.
7. The chief objective of Spartan training was
8. The three requirements for a peer were (1), (2)
....., and (3)
9. The peers formed about ... or ... % of the population, the serfs, known as, constituting the majority of the people.
10. Manufacturing, mining, and commerce were carried on by the
11. In art, trade, and civilization Sparta was (superior, equal, inferior) to the other Greek city-states
12. The Peloponnesian League was composed of the states of the except Achæa and Argos.
13. In northern Greece, the Amphictyonic League was composed of (1), (2)
(3), (4), (5), and (6)

G. The Athenian City-State, pp. 147-159

1. One reason for the disunity of Greece was the of the
2. The Greeks believed in (imperial, large, small) states.
3. Greek cities grew up around a
4. The typical city-state usually had a radius of not more than miles.
5. The goddess of Athens was
6. Athens had some advantages, (1), (2)
....., (4), and (5)

7. Athens had become the chief center of Attica by the year....., but it was far behind such cities as.....and.....
8. The government of Athens was a(n) (democracy, aristocracy, monarchy).
9. The chief Archons were the (1), (2), and (3)
10. The Council of the.....consisted of nobles.
11. Draco's laws were written in the year.....
12. Importation of grain into Athens (raised, lowered) the price which Attic farmers received for their crops.
13. The farmers had to borrow money, mortgaging their.....or even.....
14. In the year 594 B.C., Solon became.....
15. Solon canceled.....and forbade.....
16. The assembly consisted of.....
17. The Council of Four Hundred was created to propose.....
18. Citizens were divided into four classes according to their.....
19. Solon encouraged business by establishing a.....
20. The Shore party consisted of.....and.....; the Plain consisted of the.....; and the Hill consisted of.....and.....
21. Pisistratus, leader of the.....party, made himself.....
22. Pisistratus ruled for twenty years and encouraged (1), (2), (3) the construction of....., and (4)
23. Every four years the Athenians celebrated the.....with games, dancing, and sports.
24. Pisistratus founded a new festival called the.....
25. Orpheus is famous for his.....and Demeter as the.....
26. A great religious ceremony was held annually at.....
27. The Dionysian celebrations included choral singing and dialogues, which developed into the Greek.....
28. With the help of the.....army the son of Pisistratus was driven out in the year.....
29. Cleisthenes' reforms were (1) the....., (2), (3), (4) the creation of the....., (5), and (6)
30. The new tribes were created in order to destroy the old parties of the (1), (2), and (3)
31. The general was called a.....
32. Ostracism was designed to enable the people to expel persons suspected of wishing to become.....
33. Cleisthenes' reforms tended to increase the importance of the.....

III. Projects

A. *Our Inheritance*

Object: To appreciate what we have inherited.

Procedure: Note what the Greeks, who lived so long ago, inherited. See pages 123-125 of your text. Now list ten inventions or discoveries which we have inherited that the Greeks did not. One example is *printing*.

B. *Homer's Poetry*

Object: To appreciate the effect of Homer's poems.

Procedure: Examine some pictures, turn through a collection of poetry, or visit an art museum and note the first example of a Homeric subject.

C. *Greek Commerce*

Object: To learn some of the results of Greek commerce.

Procedure: List the food which a Greek noble at Miletus might have had on his table and indicate the source of each; for example, fish from the Black Sea. [See pages 135-136, of your text.]

D. *Military Training*

Object: To appreciate the limitations of a purely military training.

Procedure: Describe the career of the son of an Athenian noble. Point out his opportunities in art, commerce, travel, and of attending plays and festivals. Contrast his career with that of the son of a Spartan noble.

UNIT VI—HOW THE PERSIAN WAR AFFECTED ATHENS

I. General Survey, *Text*, Chapter VI.

- A. After reading rapidly as much of this chapter as possible, write a five-line paragraph on "What Impressed Me Most."

.....

.....

.....

.....

.....

II. Outline Exercises. As in previous units complete the following:

A. *Map of the Persian Empire*, p. 170

1. The Royal Road extended from.....to.....near the Ægean Sea.
2. The divisions of the empire were called (provinces, satrapies, states, colonies, districts).
3. Compare the size of the Persian Empire with the empires of Egypt [p. 35], Babylonia [p. 56], and Assyria [p. 87].
4. Locate Persepolis, Susa, Ecbatana, the Araxes and Iaxartes rivers, and the land of the Scythians
5. Turn to Map III in this *Workbook* and complete the exercises pertaining to the Persian Empire.

B. *The Oriental Empire of the Persians*, pp. 162-171

1. The Greeks cherished the ideal of a free city-state; whereas the Persians tried to establish a.....
2. A (commercial, military) state is more likely to promote civilization.
3. The strongest empire was that of the (Egyptians, Medians, Persians, Assyrians).
4. The Persian Empire was formed by....., who united Persia and.....in the year.....

5. Crœsus, king of....., tried to conquer the land east of the.....River but was defeated by Cyrus.
6. The Persians also conquered....., and in 539 B.C. Cyrus captured the city of.....
7., son of Cyrus, conquered Egypt.
8. Darius, the next emperor, led an expedition against the.....herdsmen north of the Black Sea.
9. The vast empire was divided into twenty....., each under a governor or.....
10. Royal inspectors, known as the....., were sent out to check the conduct of the governors.
11. Darius constructed.....in order to hold his empire together.
12. The principal burden of the conquered peoples was the.....and service in the.....

The Greeks and the Persian Wars, pp 171-179

1. The Ionian cities rebelled against Persia in the year.....
2. The two causes of the revolt were.....and.....
3. Under the leadership of.....the Ionians formed a confederacy and secured the assistance of.....and.....
4. The allies then captured and burned.....
5. Miletus was captured by the Persians in 494 B.C., the men were killed, and the rest of the people were.....to.....
6. The fall of Miletus was a (crushing defeat, a temporary setback) for the Ionian Greeks.
7. Persia decided to make war on Athens, because.....
8. The Persians also wished to establish.....as tyrant at Athens.
9. The Athenian leader of the anti-Persian party was.....
10. The Persians landed on the island of.....
11. Athens sent the famous runner.....to Sparta to ask for aid.
12. The Athenian army of ten thousand.....attacked the Persians at.....in the year 490 B.C.
13. Of the Persian army[a number] were killed, while the Athenians lost only.....
14. One Persian army had conquered the city of.....and sailed to Athens, but the Athenians returned from Marathon in time to ward off the attack.
15. Darius' son,....., gathered a great army, which crossed the Hellespont on a bridge of.....
16. Themistocles favored a large.....rather than a large army.
17. He succeeded in having two hundred.....built.

18. The Hellenic League was formed to resist the....., but many states did not join.
19. Many factions actually favored Persian control in order to.....
20. As the Persians moved southward, they encountered.....and his Spartan spearmen at the pass of.....
21. The Athenians abandoned the city and....., while the army of the Hellenic League was entrenched on the Isthmus of.....
22. By strategem Themistocles divided the Persian fleet and won the great victory of.....in the year.....
23. The Persian general,, burned Athens.
24. In 479 B.C. the allied army attacked the Persians at.....and won a glorious victory.

D. Syracuse and Carthage, pp. 179-181

1. Syracuse was founded in 734 B.C. by the city of..... [See p. 140.]
2. The ambitious tyrant of Syracuse was....., who formed an alliance with the city of..... [See map, p. 134.]
3. To oppose this alliance the tyrant of Rhegium called on.....for aid.
4. Carthage was founded by the.....and had a large.....and a strong.....
5. The armies of Syracuse and Acragas won a victory over the Carthaginians at.....in the year.....

E. The Rise of an Athenian Empire, pp. 181-186

1. The victory over the Persians stimulated Athenian.....and.....and insured safety for Greek commerce.
2. The victories of Marathon and.....increased the prestige of Athens.
3. Sparta (aided, abandoned) the Greeks in Asia Minor.
4. Themistocles advocated a strong (army, fleet).
5. Athens (aided, abandoned) the Greeks in Asia Minor.
6. The Confederacy of Delos, formed in the year 477 B.C., included Athens, the.....islands, and the.....cities of.....
7. Each member was to furnish.....or.....
8. The Confederacy slowly grew into the.....
9. Naval power resulted in increased.....
10. On the sea Athens was powerful, and in order to protect itself on land Themistocles constructed.....
11. The port of Athens was.....
12. In spite of his great services for Athens Themistocles was.....
13. The details of the Confederacy of Delos were arranged by.....
14. Another Athenian, famous for his generosity and public-spirited service, was.....

F. *Map of the Athenian Empire*, p. 198

1. Most of the small islands were (allies, dependents) of Athens.
2. The leading city which was neither an ally nor a dependent was.....
3. Outside of Greece proper most of the members of the empire were.....
4. Turn to Map II of this *Workbook* and complete the exercises which are based upon this map.

G. *The Age of Pericles*, pp. 186-202

1. Pericles' official position was....., but he was more powerful than his office indicates.
2. The Assembly consisted of all.....and it had great power.
3. The Athenians believed in (representative, delegated, direct) democracy.
4. The actual administration of the government was in the hands of committees of the.....
.....
5. Most officials were chosen by.....
6. Juries numbered.....or.....and served (with, without) pay.
7. Final approval of laws was given by the (Council, Assembly, a jury).
8. The principles of Athenian government were eloquently stated in the.....
of Pericles.
9. Athenian boys were carefully trained for (citizenship, business).
10. Fifteen plays were presented at the annual festival of.....
11. The three great tragic poets were (1), (2), and (3)
....., and the comic poet was.....
12. The Parthenon was a temple built in honor of.....
13. The sculptor who directed the decorations of the Parthenon was.....
14. Most Athenian sculpture and painting dealt with.....
15. Art was (publicly, privately) owned.
16. Herodotus wrote the history of the....., and Thucydides the history of the
.....
17. The great poet.....studied at Athens, although he was a citizen of.....
18. Women were regarded as physically and.....inferior to men.
19. The poor class, known as....., were excluded from office.
20. (More, Less) than half of the Athenians were slaves.
21. The total population numbered about.....
22. Aliens, known as....., were debarred from citizenship.
23. Athens controlled more than.....subject cities, which were required to pay
....., but were excluded from political opportunities.
24. The expansion of Athens aroused the jealousy of.....
25. Corinth, an ally of Sparta, was a.....rival of Athens.

26. Athens was a democracy and Sparta was a military.....
27. The Peloponnesian War began in the year.....
28. The Athenians gathered within the city where many of them, including....., died of
.....
29. Under the command of..... 134 triremes sailed to attack....., the ally
of Sparta and Corinth.
30. The commander was recalled, and the expedition.....
31. Opposed by Persia, Sparta, and many other Greek states, even the Athenian navy was defeated and
peace was made in the year.....
32. Athenian greatness was founded not on ships, armies, or walls but on.....and.....
..... merits.

Projects

A. *The Meaning of Empire*

Object: To understand the double meaning of the word "empire."

Procedure: Describe the Persian Empire, pointing out that it consisted of many states and peoples with an emperor over all. Describe the Athenian Empire. Note that it was ruled by the people; thus a democracy ruled an empire. Now state the two meanings of the word "empire."

B. *Greek Disunity*

Object: To understand Greek disunity.

Procedure: Describe the attitude of an Athenian toward other city-states. Strong-willed, artistic, and unusually talented people may not make good soldiers. In view of what the Greeks did do, should they be condemned severely for their lack of cooperation?

C. *Appreciation of the Drama*

Object: To learn why the Greeks liked good plays.

Procedure: Describe the training of a chorus and show why the Greeks were critical spectators. What motives now cause people to attend a show? What additional motives caused the Greek to attend a play?

D. *The Limitations of Athenian Democracy*

Object: To learn the limitations of Athenian democracy.

Procedure: List the classes which were excluded from participation in public affairs. Make out an argument for the admission of one class to citizenship.

E. *The Greek World*

Object: To learn the geography of the Greek World.

Procedure: After studying the maps on pages 134, 146, and 198 of your textbook, complete the outline map on the following page.

1. Locate the cities of Naucratis, Tyre, Miletus, Sardis, Chalcis, Athens, Thebes, Sparta, Corinth, Sybaris, Rhegium, Syracuse, Acragas, Carthage, Cumæ, Massilia.
2. Mark the regions of Phœnicia, Attica, Lacedæmon, Thessaly, Ionia, Lydia, Thrace, Chalcidice, Macedon, Magna Græcia, and the islands of Cyprus, Delos, Crete, Lesbos, Sicily, Eubœa, Sardinia, Corsica, and the Balearic.
3. Using a light-colored crayon, color all the Greek colonies.
4. Using a sharply pointed pencil, shade the allied states and the dependent states of the Athenian Empire. Distinguish the two types by lines or dots.

16. The Athenians objected to Theban supremacy and helped Sparta win the battle of.....
in the year.....
17. The city-states continued to war against each other until Philip of Macedon overcame them all in the
year.....
18. Hired soldiers are called.....
19. Popular orators and politicians were called.....
20. One reason for higher prices at Athens was the increase of the amount of.....
.....
21. Workers found little employment on account of the great number of.....

E. Hellenic Culture in the Fourth Century, pp. 212-222

1. Praxiteles chose.....and.....as the subjects for many of his statues.
2. Sculpture became less dignified and more.....
3. Little can be said about Greek paintings, because.....
4. The three types of columns were (1), (2), and (3);
of these the.....was the most elaborately carved.
5. The columns of the Parthenon are of the.....Order.
6. Religion was replaced by.....as the subject matter of Greek plays.
7. The chief opportunity for orators was found in addressing.....
8. Demosthenes lived from the year.....to.....
9. His most famous speeches are called.....because they were directed against
.....
10. The Greeks became (more, less) religious in the 4th century B.C.
11. The Greeks were (poor, great) scientists.
12. Theantedated Columbus in believing that the earth is spherical.
3. The philosopher Pythagoras and his pupil discovered the principal facts of the subject of.....
.....
4. The Father of Medicine was.....
5. Travelling teachers of oratory and argument were called.....
6. Socrates was interested in (science, ideas).
7. Socrates was condemned for.....
8. Plato believed in (an aristocracy, a democracy).
9. Plato believed in the reality of (ideas, things).
10. Plato's school was known as the.....
11. Aristotle, who lived from.....to....., was one of the greatest.....of all
times,
22. Aristotle was (more, less) practical than Plato.
23. Aristotle's school is called the.....

C. *Map of Alexander's Empire*, p. 227

1. Alexander's Empire extended from the.....River on the northwest to beyond the.....River on the east.
2. It was (larger, smaller) than the Persian Empire. [See map, p. 170.]
3. Nearchus sailed from the mouth of the.....River to the mouth of the.....River.
4. Turn to Map III in this *Workbook* and complete the exercises pertaining to Alexander's Empire.

D. *The Empire of Alexander the Great*, pp. 222-229

1. Macedonians spoke the.....language.
2. Philip learned the art of war from.....and developed the.....by furnishing longer spears.
3. Philip defeated the Greek allies in the battle of.....in the year.....
4. Following their defeat the cities formed the.....League.
5. Alexander became king at the age of.....
6. His teacher was....., the great philosopher.
7. When the city of.....rebelled, Alexander destroyed the houses and sold the people into slavery.
8. With an army of.....or.....thousand he invaded Asia and defeated Darius III at the battle of.....and then conquered.....and.....
9. Alexander visited the shrine of.....in Egypt and founded the city of.....
10. On the plain of.....Alexander defeated the Persian army and seized the cities of (1), (2), and (3)
11. He then moved eastward until he conquered a part of.....and brought it into touch with the Near East.
12. Alexander died at.....in the year.....
13. Wherever Alexander's armies went, they carried.....and founded cities.
14. Alexander planned to fuse.....and.....into one great civilization.
15. The empire was broken up and the three principal kingdoms of (1), (2), and (3)emerged.

E. *Map of the Hellenistic Kingdoms*, p. 235

1. Greece and Macedon formed the kingdom of.....
2. Egypt and a part of Syria formed the kingdom of.....
3. Thrace and western Asia Minor formed the kingdom of.....
4. The.....Empire occupied most of the remainder of Alexander's Empire.
5. Turn to Map III in this *Workbook* and complete the exercises which are based upon this map.

F. *Hellenistic Civilization*, pp. 229-240

1. The new kingdoms (opposed, protected) Greek cities and Greek institutions.
2.became the chief city of Greece.
3. New cities sprang up, for example (1), (2), (3), and (4)

4. Four examples of Hellenistic sculpture are (1), (2), (3), and (4)
5. The (upper, lower) classes of the Near East were Hellenized.
6. The Hellenistic Age covers approximately the years..... to.....
7. The rulers of Egypt were the....., who reigned until it was conquered by.....
8. The commerce and farming of Egypt were largely in the hands of.....
9. Farming was improved by the introduction of.....trees, grapes for....., new breeds of, and varieties of.....
10. Egypt had a monopoly of.....and was the economic center of the Hellenistic Age.
11. The prosperity of Egypt was (widely diffused, limited to the Greeks).
12. Alexandria was famous for its.....and its.....
13. Greek literature was preserved by the.....of.....
14. Eratosthenes knew that the world was round, and he estimated its circumference as.....miles; whereas the correct figures are about.....
15.believed that the earth rotates daily.
16. Biology is the study of.....
17. Herophilus discovered that (1), (2), is located....., (3), and (4).....is a good index of.....
18. The author of the famous book on geometry was.....
19. Archimedes ofmade many practical discoveries and inventions, among them being the (1), (2), and the (3)
20. One reason for the relatively small number of inventions was.....
21. The Greeks (maintained, lost) their faith in the old gods.
22. The worship of.....became popular in Egypt and the worship of.....was widely popular.
23., leader of the Cynics, taught that men should despise....., and.....
24. Epicurus taught that.....should be man's aim.
25. Zeno, the founder of the....., taught that man should be resigned and serene no matter what might befall him.
26. Zeno's followers believed in.....and.....

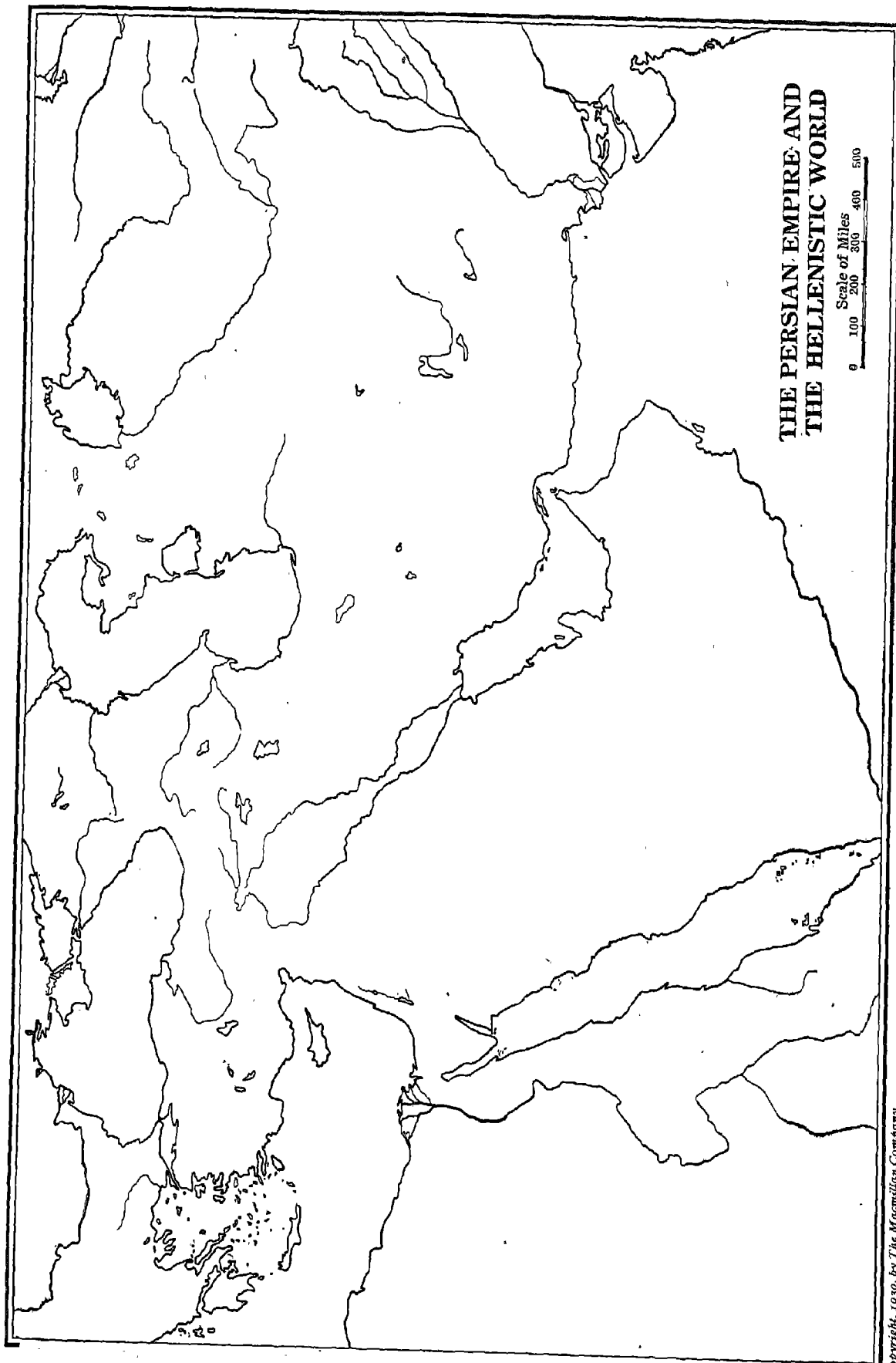
II. Projects

A. A Study in Greek Art

Object: To distinguish between Hellenic and Hellenistic art.

Procedure: Study pages 194-195, 212-213, and 231 in addition to the pictures in your text and write

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THE PERSIAN EMPIRE AND
THE HELLENISTIC WORLD

Scale of Miles
0 100 200 300 400 500

MAP III

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a statement of the principal features of each type. Pictures of art products which you clip from papers and magazines should be placed correctly under their respective types.

B. *A Study in Citizenship*

Object: To appreciate the political decline of Athens.

Procedure: Tell why you would rather have been a citizen of Athens during the Age of Pericles or during the early Hellenistic Age.

C. *Debate*: Resolved that the Greeks should have accepted Macedonian rule without a struggle.

D. *The Persian Empire and the Hellenistic World*

Object: To learn the geography of the Persian and Hellenistic worlds.

Procedure: Study the maps on pages 170, 227, and 235 of your text and complete the outline map on the preceding page.

1. Using colored crayons draw the boundaries of the Persian Empire.
2. Mark the satrapies of India, Armenia, Media, and Persia, but do not draw their boundaries.
3. Draw the boundaries of Alexander's Empire. Be very careful to note wherein they differ from those of the Persian Empire.
4. Shade or color the four Hellenistic kingdoms as they were about 300 B.C.
5. Locate seven important cities.

PART III—CLASSICAL CIVILIZATION IN THE ROMAN EMPIRE

UNIT VIII—HOW THE ROMAN CITY-STATE AROSE

I. General Survey, *Text*, Chapter VIII.

- A. You will be interested in learning how the great world power, Rome, began. After reading rapidly this chapter, list five ideas that have impressed you.

1.
2.
3.
4.
5.

II. Outline Exercises. Continue as in previous units.

A. *Italy before the Rise of Rome*, pp. 244-248

1. The Bronze Age began in Italy about the year.....or.....
2. Just south of the Tiber River lived the.....tribe.
3. The language of all Italy was the.....
4. Italy (equalled, surpassed, lagged behind) the Near East in civilization.
5. The Etruscans probably came from.....to Italy between the years.....and.....
6. The Etruscans are important in the history of Italy, because.....
.....of the Near.....
7. Southern Italy was called.....

B. The City of Rome, pp. 248-252

1. According to legend Rome was founded in the year.....by.....and.....
2. The Tarquins, the last dynasty of kings, were overthrown, probably in 509 B.C., and Rome became a
3. The Romans learned the custom of building temples from the.....
4. The use of copper lumps for money shows that the Romans had.....
5. Rome was situated on the....., a navigable stream, outside the Greek sphere and near.....
6. From the Etruscans the Romans learned the Greek.....and the military formation known as the.....
7. The Roman family deities were (1), (2), (3), and (4)
8. The special god of Rome was.....; the war god was.....; and the goddess of crops was

C. Patricians and Plebs, pp. 252-259

1. The patricians enjoyed five kinds of privileges: (1), (2), (3), (4), and (5)
2. The plebeians asked that they be given a larger share in the government. Other grievances pertained to (1), (2), and (3)
3. Consuls served for.....and had to be members of the.....class.
4. Consuls were commanders, lawmakers,, and.....
5. The supreme power was called.....
6. During crises the two consuls were replaced by a.....
7. The treasurers and keepers of records were known as.....
8. Citizens were assigned their place in the army by the....., and the supervisors of public works were the.....
9. Prætors were judges who helped the.....
10. These officials were elected by the.....
11. The most influential body of the Roman government was the.....
12. The three forms of the Assembly were the (1), (2), and (3)
13. The powers of the Assembly were limited. It could not propose.....or.....those which were proposed.
14. Voting was done by.....and not by individuals.
15. The Assembly (was, was not) a powerful body.
16. The laws of the Twelve Tables were supposedly written by two committees of.....
17. The laws were (lenient, harsh).
18. About the year.....the plebeians gained the right to elect four tribunes, who had (few, many) powers.

19. The election of tribunes was a step toward democracy, because.....
.....
 20. High offices, one by one, were opened to.....
 21. The Hortensian Law of 287 B.C. provided that the.....must approve.....passed
by the.....
 22. The two economic reforms still demanded by the plebeians were.....
.....and
 23. According to the.....Laws of 367 B.C., debts were to be reduced and the amount of
land owned by one person was limited to about.....acres.
- D. *Map of Early Rome*, p. 261

1. Rome was built on.....hills.
2. The Citadel and Temple of Jupiter were on the.....Hill.
3. The *portae* marked on the map were.....

E. *Map of Italy about 265 B.C.*, p. 263

1. In 265 B.C. Roman conquests extended to the southern end of Italy and northward to the.....
.....and..... rivers.
2. On the northwest of Latium was....., and.....was on the east.
3. There are..... [a number] Greek cities shown on the map.
4. Turn to Map IV in this *Workbook* and complete the exercises based upon this map.

F. *Unification of Italy by Rome*, pp. 259-268

1. Between the years.....and.....Italy was conquered by Rome.
2. The phalanx was broken up into....., each of which numbered.....or.....
thousand men.
3. The Roman army was remarkable for its discipline, its endurance, and its agility. The soldiers fought
well in order to.....or.....
4. Rome's enemies were the (1), (2), (3) other.....tribes, and
(4)
5. The Etruscan fleet was defeated by.....; barbarians attacked Etruria on the north; and
the Romans besieged.....on the south and captured it in the year.....
6. Conquered land was.....among the.....
7. Rome made war on the other members of the.....League in 338 B.C. and finally conquered
all Latium.
8. Rome agreed to defend.....against the Samnites.
9. The Samnite Wars lasted from.....to.....
10. Conquered states and cities became (allies, subjects, slaves, citizens) of Rome.
11. Etruria was conquered by the year.....

12. When Rome attacked Tarentum, Tarentum called Pyrrhus, king of....., to its aid.
13. Pyrrhus' army numbered.....and for a time he was.....
but by the year....., Rome had conquered all southern Italy.
14. Conquered foes were allowed many liberties, but they had to furnish.....for the Roman army.
The Greek cities, however, were required to furnish.....
15. Colonists received land from.....enemies.
16. Citizens of.....were promoted to enjoy full Roman citizenship.
17. In general, Rome dealt (wisely, unwisely) with its conquered subjects.
18. Roman roads were originally built for the use of the....., but they became the great arteries
of.....
19. The most famous road was the.....which connected.....with
.....
20. By 265 B.C. Rome contained about.....or.....people.
21. Rome honored its conquerors with a triumphal procession, through the.....and up.....
.....Hill.

III. Projects

A. *The Relation of Money to Business*

Object: To learn how coined money promotes trade.

Procedure: Read the section on page 266 of your text and explain how the *denarius* increased imports from the Near East.

B. *A Comparison of Officers*

Object: To learn the functions of Roman officials.

Procedure: Read pages 253-257 of your text and note the duties of each officer. Now try to find some present day officer whose duties correspond with those of each Roman official. For example: *aedile* = superintendent of streets.

C. *A Roman*

Object: To learn the racial elements of the Romans.

Procedure: List the various peoples who were conquered and absorbed by Rome. Place a plus (+) sign between each one and have the equation end thus: "..... = Romans."

D. *A Time Chart*

Object: To see the relationship between important events in the ancient world.

Procedure: Each student should be sure to construct the time chart described in Question 1, page 268 of his text.

UNIT IX — HOW ROME'S CONQUESTS PRODUCED IMPERIALISM

I. General Survey, *Text*, Chapter IX.

- A. After you have rapidly read this chapter, name three parts of the world that Rome conquered: (1)or northern....., (2) the....., and (3)

II. Outline Exercises. Proceed with the following exercises:

A. *Map of Roman Expansion to 44 B.C.*, p. 268

1. In 264 B.C. Rome consisted of most.....
2. By 201 B.C. Rome had added (1), (2), (3), (4), and (5)
3. Underscore areas added between 201 and 133 B.C. Province of Africa, Greece, Egypt, Libya, Macedonia, Province of Asia, Syria, Illyria, Middle Spain, Gaul.
4. Between 133 and 44 B.C. (some, a few, many) areas were conquered.
5. Turn to Map IV in the *Workbook* and complete the exercises based upon this map.

B. *Carthage and the Punic Wars*, pp. 270-285

1. As an empire Carthage controlled (1), (2), (3), (4), and (5)
2. The wealth of Carthage was based upon.....and.....
3. Carthage was ruled by its wealthy families. Such a government is called a.....
4. Most Carthaginian soldiers were.....
5. Commercial rivalry played (no, little, a great) part in bringing on the war between Rome and Carthage.
6. The two opposing forces in Sicily were the.....and.....
7. Rome interfered in Sicily to gain.....and.....
8. The word Punic is an adjective derived from the noun.....
9. The three Punic Wars lasted.....years.
10. Roman armies won some advantages, but they could hope for no great success without a.....
11. Hastily constructing a navy of.....galleys, the Romans attacked and defeated a Punic fleet in the battle of.....in the year.....
12. The Romans invaded Carthage but.....
13. Failing many times, the Romans at last won a naval victory, and peace was made in the year.....
14. Carthage paid nearly.....and ceded.....to Rome.
15. Rome supported rebellion in Corsica and Sardinia and imposed on Carthage another indemnity of 1200 talents, which approximates [3200: \$4,000,000:: 1200: x]
16. A Roman fleet punished the pirates of.....
17. In Carthage, the soldiers rebelled. A rebellion of soldiers is called a.....
18. The general who extended Carthaginian conquests in Spain was.....
19. The First Punic War lasted from.....to....., and the Second, from.....to.....
20. Hannibal attacked....., an ally of Rome, and the war was on.
21. Hannibal reached Italy by way of the.....with an army of.....men.
22. The....., having been only recently conquered by Rome, gladly joined Hannibal.
23. Hannibal destroyed a Roman army near Lake.....

24. The Romans selected as dictator. He became famous for his policy of
25. In 216 B.C. Hannibal defeated the Romans at with frightful slaughter.
26. Hannibal did not attack Rome because
27. The cities of and deserted Rome, but both were captured and punished.
28., Hannibal's brother, was defeated and killed at the battle of
29. The Roman general,, won victories in Spain and Africa, which led to Hannibal's recall.
30. At Hannibal was defeated, and the Romans forced Carthage to pay a huge indemnity.
31. Rome now received tribute from (1), (2), (3), and (4)
32. After the peace of 201 B.C., Carthage angered Rome by making war on, Rome's ally.
33. Cato desired the
34. Rome besieged Carthage for over years, and its population of was reduced to fifty thousand when it was finally conquered.
35. The Punic Wars established Rome as a great power, introduced, increased the power of the, and weakened the power of the and
36. Lands were leased to, who employed labor.
37. The importation of grain tended to (lower, raise) the price which the Italian farmer received for his crops.

C. The Roman Conquest of the Hellenistic East, pp. 285-295

1. The three great kingdoms of the East were (1), (2), and (3)
2. The were the ruling class in all these kingdoms.
3. Athens became the capital of the world in the sense of being the center of
4. The city-states of the Peloponnesus, except Sparta, formed the League, and the northern and central states formed the League.
5. Two flourishing cities, and, had risen to importance.
6. The Greeks appealed to Rome to protect them against who had aided Hannibal.
7. Romans and Greeks, led by Flamininus, won the battle of in the year
8. Following this battle, Rome (liberated, annexed) the Greek city-states.
9. Antiochus the Great, king of, conquered and
10. Urged by the League and the famous general,, Antiochus invaded Greece and was defeated at
11. In 190 B.C. the Roman general,, defeated Antiochus at and compelled him to stop his efforts to conquer the Greeks.

12. With the exception of the Ætolian League, the Greek city-states became *amici* (.....) of Rome.
13. Rome planned to preserve peace among the Greeks by establishing.....
14. Many Romans were dissatisfied with this plan, because it resulted in no.....
15. Rome favored the..... rather than the democratic party in the Greek cities.
16. The Achæan League defeated....., and King.....of Macedonia encouraged the opposition to Roman influence.
17. A Roman army under Lucius Paulus conquered Macedonia in the year....and divided it into tribute-paying republics; and in 146 B.C. it became a Roman.....
18. Corinth, the leading city of the.....League, was captured and sacked in the year.....
19. The kings of.....and.....bequeathed their kingdoms to Rome, the former in the year....., and the latter in
20. Mithradates, king of....., attacked Rome's friends and massacred many Italians, but he was quickly defeated by a Roman army under.....
21. Taxes were collected by....., who paid a fixed sum to Rome and collected enough to reimburse themselves plus a margin of profit.
22. Pompey defeated the.....and annexed a part of.....
23. The Manilian Law of the year....gave Pompey great power. He defeated.....and made provinces of.....and.....including.....
24. Pompey was enthusiastically supported by the.....

D. *The Conquest of Gaul*, pp. 295-301

1. In the West Rome had conquered (1), (2), (3), (4), and (5) by 146 B.C.
2. Gaul was inhabited by people who spoke alanguage.
3. The brave Gauls were (disciplined, undisciplined) fighters.
4. Cisalpine Gaul, (south, northwest) of the Alps, was conquered by the year.....
5. German tribes, the.....and....., invaded Gaul and Italy. They were defeated by.....in 102 B.C.
6. Helvetians from.....also invaded Gaul.
7. Cæsar's Gallic Wars covered the period from.....to.....
8. Cæsar was made governor of part of Gaul and Illyricum and was given command of.....legions.
9. The source of information about the Gallic Wars is.....
10. Ariovistus, a....., was defeated by Cæsar.
11. In northern Gaul Cæsar defeated the confederacy of..... and his aide subdued the..... in southern Gaul.

12. Cæsar crossed into England but.....
13. He built a bridge across the.....but made no attempt to subdue the Germans.
14. Gaul became a(n) (ally, friend, province) of Rome.
15. Cæsar regarded the Gauls as (terrible barbarians, being capable of Roman citizenship).
16. Cæsar (opposed, furthered) Roman militarism.
17. By 50 B.C. Rome owned or controlled (1), (2), (3),
 (4), (5), (6), (7), (8),
 (9), (10), (11), (12), (13),
 (14), (15), and
 (16)
18. Roman conquests resulted in (1), (2),
, (3), and (4)

III. Projects

A. Roman-Greek Relations

Object: To understand why Rome changed its policy of dealing with the Greeks.

Procedure: Review pages 148, 177, 200, 207, and 290 and sum up the political conditions among the Greeks. Contrast the Roman policy described on pages 287 and 289 with that described on pages 291 and 293.

B. Frontier Fortification

"In those days of hand-to-hand fighting, a river like the Rhine was an excellent frontier, easily defended against any enemy that attempted to bridge or swim the stream." Show why the Rhine would not make a good frontier today.

UNIT X—HOW THE ROMAN REPUBLIC WAS CHANGED

I. General Survey, *Text*, Chapter X.

A. After you have read this chapter, list five changes within the Roman state that interested you:

1.
2.
3.
4.
5.

II. Outline Exercises. Do the following exercises:

A. *Economic and Social Changes*, pp. 303-309

1. Provincial governors often became wealthy by
2. Ex-governors became large landowners and raised.....and.....with.....labor.
3. A country estate with its splendid mansion was called a.....

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4. Greek influences (strengthened, weakened) respect for Roman laws, religion, customs, and institutions.
5. The bourgeois capitalists made their money by (war, farming, business).
6. Roman capitalists were known as.....
7. In modern terms Cicero was a.....
8. The knights wanted the government to protect business, and they opposed.....
.....debts. They also strove to obtain.....
9. Small farms were merged to form large ones, and Italy gradually became a land of (1)
....., (2), and (3)
10. The center of the slave trade was the island of.....
11. Greek slaves were often (superior, equal, inferior) to their Roman owners.
12. The farmer-soldiers had become.....
13. Rome contained more than.....people, most of whom were (poor, wealthy).
14. The non-propertied classes in Rome were called the.....
15. Through the.....this class exercised considerable political influence.

B. Demagogues and Dictators, pp. 309-317

1. The (proletariat, knights, landlord aristocracy) controlled the government.
2. Tiberius Gracchus was elected.....in the year.....on a platform that advocated the
.....
3. The Senatorial party defeated Tiberius' proposal by the veto of.....and
the reformer was killed by a.....
4. In the year.....Caius Gracchus was elected.....
5. He improved roads, reduced the price of grain, and united the.....and.....
against the Senate.
6. After the murder of Caius in the year....., land distribution was (stopped, continued).
7. Marius, a member of the class of....., was elected.....in 107 B.C. and won fame by
defeating....., king of Numidia.
8. Marius' career shows the importance of the.....in securing and retaining political power.
9. The Italian Civil War was caused by Rome's refusal to grant the.....
..... and was ended by
10. By means of an Sulla forced his appointment as commander and sailed to Asia Minor,
where he defeated.....
11. Returning to Rome, he took fearful vengeance upon the followers of..... Many wealthy,
knights were.....and their property given to Sulla's followers.
12. Sulla (became king, reorganized the government).

13. Pompey the Great earned his military reputation in.....and.....
14. The wealthy Crassus won his reputation by suppressing a.....insurrection.
15. Pompey and Crassus received the support of the.....and the.....and used their armies to force the Senate to allow their election as consuls.
16. Having conquered (1), (2), and (3), Pompey returned to Rome in 62 B.C. and demanded a grant of land for his veterans.
17. Pompey could expect no help from Cicero, because he was allied with the.....
18. Cæsar was.....by inheritance but in politics he was a.....
19. The First Triumvirate consisted of (1), (2), and (3)
20. Crassus was killed, and Pompey tried to deprive Cæsar of.....
21. Cæsar had no right to cross the Rubicon with his army, because

C. *The Dictatorship of Julius Cæsar*, pp. 317-322

1. When Cæsar entered Italy, Pompey fled eastward, was defeated at....., and was killed in.....
2. Cæsar was the supreme figure from....to.....B.C.
3. Cæsar stood between the Roman Republic and the....., using some forms of both.
4. Cæsar had power to (1), (2), (3), (4), and (5)
5. Cæsar's legal offices and titles were (1), (2), (3), and (4)
6. The four sources of Cæsar's power were (1), (2), (3), and (4) the power to.....
7. Cæsar spent most of his time in.....
8. Three of Cæsar's most outstanding reforms were (1), (2), and (3) the.....
9. Cæsar (desired, did not desire) to become emperor.
10. Cæsar may have planned to make.....his queen.
11. In the year.....a band of senators under the leadership of.....and.....stabbed Cæsar.

D. *The Imperial Monarchy of Augustus*, pp. 322-331

1. Mark Antony, who held the office of....., tried to seize supreme power.
2. Octavian was Cæsar's.....
3. The Second Triumvirate consisted of (1), (2), and (3)

4. The Triumvirs defeated Brutus and Cassius at.....and divided the empire.
5. Antony, to whom had been given the East, married.....and planned for an oriental empire.
6. Antony called on Octavian for troops with which to attack.....
7. Octavian, who had taken over Lepidus' control of Africa, boldly denied Antony's request and defeated his fleet in the battle of.....in the year.....
8. Octavian ruled from.....to.....
9. He did not accept the title of....., but did accept the titles of.....and.....
10. He was more powerful than Julius, but he.....
11. The Senate and Assembly (continued to function, ceased to exist).
12. The greatest blessing which Augustus brought was.....
13. The standing army numbered altogether about.....men.
14. A picked division of nine thousand Italians was known as the.....
15. Augustus prevented civil war by distributing the army along the.....
16. The boundaries of the empire were (1) the.....and.....on the north; (2) the.....,, and.....on the east; (3) the.....on the south; and (4) the.....on the west.
17. The knights supported Augustus, because he kept.....
18. Three great Latin writers were (1), (2), and (3)
19., the geographer, studied at Alexandria.
20. The Romans of Augustus' time were (less, more) religious than they had been in the period of the republic.

I. Projects

A. *Opposition to Cæsar*

Object: To understand the attitude of those who opposed Cæsar.

Procedure: Show how an admirer of the republic felt toward Cæsar, how Cæsar's acts slowly destroyed democracy, and how Brutus and Cassius could believe that they were doing a noble deed.

B. *Farm Troubles Then and Now*

Object: To understand the land problem.

Procedure: Suppose that Lucius was a Roman who owned a small farm near Rome. Imported grain and large-scale production make farming unprofitable for him. A returned provincial governor buys the farm. With his family, Lucius sets out for Rome. Continue the story and tie it up with a similar situation in our own country today.

C. *Debate: Resolved, that Augustus was a greater statesman than Cæsar.*

D. Review Chapter IX and complete the following table:

BATTLE	OPPONENTS	DATE
Mylæ	Romans vs. Carthaginian fleet	260 B.C.
Cannæ
Trasimeno
Metaurus
Zama
Carthage
Cynoscephalæ
Magnesia
Corinth
Pharsalus
Philippi
Actium

UNIT XI—HOW THE ROMAN EMPIRE DEVELOPED AND AFFECTED GRÆCO-ROMAN CIVILIZATION

I. General Survey, *Text*, Chapter XI.

A. Carefully review the suggestions for study on page 1.

B. Read this chapter through rapidly. It is assumed that you have formed this habit of attack; therefore, you will not be told regularly to do this at the beginning of each unit. Do it, nevertheless.

C. Name three rulers that have impressed you. (1)

(2), and (3)

D. Three scholars of this period were (1)

(2), and (3)

II. Outline Exercises. Henceforth you will not be told in each unit to do the exercises; it is assumed that you do not need further specific directions.

A. *Map of the Roman Empire*, p. 334

1. Locate the Huns, Goths, Vandals, Burgundians, Alemans, Sueves, Saxons, and Franks.

2. Note carefully the conquests beyond the boundary line of Augustus.

3. Turn to Map IV of this *Workbook* and complete the exercises which are based upon this map.

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B. *The Successors of Augustus*, pp. 334-338

1. The Augustan dynasty lasted about and included (1)
(2), (3), and (4)
2. The emperor's three most important powers were his control of the (1), (2),
and (3)
3. The emperors were wealthy men, deriving their money from (1), (2)
....., and (3)
4. The emperor spent great sums upon *panem et circenses*, which mean and
5. Three examples of public works are the (1), (2), and (3)
6. Nero's palace was called the
7. Emperor worship tended to strengthen
8. Emperors feared the and executed all and suspected
conspirators.
9. The four emperors following Augustus are noted because of their

C. *The Rule of Philosophers and Generals*, pp. 338-345

1. Vespasian, who became emperor in 69 A.D., gained the throne by using
2. Vespasian was a builder and reformer. He built the, extended citizenship, filled
the treasury, and reorganized the army.
3. To prevent provincial rebellions, Vespasian chose soldiers and garrisoned
the frontiers with mixed troops.
4. Jerusalem was captured in the year by, son of Vespasian.
5. Domitian, who ruled from to, was unpopular, because he claimed divinity, waged
expensive wars, and executed hundreds.
6. Senator became emperor in 96 A.D. and was followed by
7. Trajan showed (no, great, little) respect for the Senate.
8. Trajan conquered and celebrated the event by games and exhibitions lasting
9. From Trajan's reign the dominated Rome.
10. Trajan and many senators were born outside of
11. Hadrian ruled from to
12. Many non-Italians were of ancestry and spoke
13. Hadrian built in Rome and the in Athens.
14. Hadrian (was eager, did not care) to extend the empire.
15. Stoic philosophy tended to (undermine, strengthen) the monarchy.
16. There is little to record about the long reign of Antoninus, because
17. Marcus Aurelius, who ruled from to, was carefully trained for the office.
18. He believed in the Stoic virtues of (1), (2), (3)
and (4)
19. Marcus Aurelius was succeeded by his son,, who was unfit for the position.

D. *The Later Empire*, pp. 345-349

1. From the civil war of 192-193.....emerged as emperor.
2. He spent two-thirds of his reign.....and is infamous for his.....
.....
3. Thirty emperors ruled within a period of.....years, only.....of whom died a natural death.
4. These emperors were simply.....without ability as statesmen.
5. In 212.....extended citizenship to all freeborn inhabitants of the empire.
6. The civil wars caused Italy to sink to the status of a province, and.....discouraged commerce.
7. The wars consumed the energy of the army, and the.....began to invade and pillage some provinces.
8. Some degree of order was restored by Diocletian, who reigned from.....to.....
9. He divided the empire into four prefectures, [See map, p. 440.] thirteen dioceses, and.....provinces.
10. Diocletian was openly an autocrat and styled himself.....and.....
11. Constantine, a convert to....., ruled from.....to.....
12. He transferred the capital from Rome to.....
13. The western part of the empire went to pieces and in the.....century ceased to exist.
14. Justinian, who ruled from 527 to 565, is famous for his.....
15. After Justinian, the eastern empire became.....in language and civilization in spite of the fact that the term.....continued to be used.

E. *Map of the Main Roman Roads*, p. 352

1. Using the Appian Way trace a letter from Rome to Ancyra.
2. A letter sent from Rome to Ariminum would be carried over the.....Way.
3. Turn to Map IV of this *Workbook* and complete the exercises based upon this map.

F. *The Roman World and Its Frontiers*, pp. 349-356

1. The Roman Empire was (equal to, far larger than) any previous empire.
2. The Roman lake was the.....
3. The Roman Empire consisted of (1) southwestern Europe, (2) the....., and (3) the.....
4. In spite of barbarian invasions (1), (2), and (3)remained permanently Romanized.
5. The Alps did not form a good natural frontier, because.....
6. Attempting to conquer the land east of the Rhine, the Roman army under Varus was defeated bytribes underin the.....in the year 9 A.D.
7. The two rivers which formed the northern boundaries were the.....and.....
8. The chief cities along the Rhine are on the western bank, because.....
.....

9. One province beyond the Rhine-Danube frontier was, which was conquered by
10. In trying to guard the frontier between the Rhine and Danube, the Roman troops made use of (1), (2), (3), (4), and (5)
11. Hadrian's wall extended across
12. Roman frontiers on the south and southeast consisted of
13. The Parthian Empire succeeded the as the dominant power in western Asia about the year and lasted for centuries.
14. Rome and Parthia fought for the control of and
15. Until the Romans captured in 164 A.D., the Parthian kings used the Greek language, but after that event they used and
16. The Sassanid Empire with its capital at replaced the Parthian Empire in the year
17. The Romans and Sassanids fought over and
18. Their wars took on the aspect of a religious struggle between and
19. Aside from brief civil wars and frontier fighting, the Roman Empire enjoyed centuries of peace, from the year to
20. The greatest contribution of Rome was

G. Government and Law, pp. 357-362

1. From Rome we acquired the words and
2. The Roman Empire furnished such words as (1), (2), and (3)
3. Rome was successful in governing provinces, for it gradually prepared conquered populations for
4. Rome (failed, made no attempt) to establish representation.
5. Roman officials were (few, numerous) and (poorly, elaborately) organized.
6. Roman laws became numerous and detailed, because
7. Special judges decided lawsuits among in Rome.
8. Three varieties of laws were (1) those applying only, (2) for Romans, and (3) those
9. In some lawsuits the side which cited was the winner.

10. Justinian determined to clarify the laws and appointed a committee of.....lawyers to gather judicial decisions.
11. The laws themselves are called the.....; the judicial opinions, the.....; the textbook on law, the.....; and all together, the.....
12. Roman law became more (severe, humane).
13. One important reason for the improvement of Roman law was the teaching of the.....
14. The influence of Christianity tended to reform the laws pertaining to.....
.....and.....

H. *Economic Results of Imperialism*, pp. 362-367

1. Peace, law,, and.....made possible an enormous trade, which covered nearly the entire world.
2. Three hindrances to trade were (1), (2), and (3)
3. Italian farmers turned from raising grain to the production of.....and.....
4. Cities and countries now produce what they are best fitted for and exchange their products for those which have been produced elsewhere. This tendency was (true, untrue) in the Roman Empire.
5. The cities of the Roman Empire would compare (favorably, unfavorably) with present-day cities.
6. Laboring people were in a (better, worse) condition than they had been in earlier times.
7. Workers on *latifundia* are called....., and when they could not leave the land they became
8. The Romans were content to follow old farming methods and did not preserve the.....
.....
9. Cheap and slave labor tended to discourage invention, because machines.....
.....
10. The Romans were (indifferent, great) inventors.
11. The control and encouragement of business by the government is called.....
12. Members of the *collegia* lost their liberty when.....
.....
13. Prosperity declined because of (1) serfdom, (2) paternalism, (3),
(4), and (5)

I. *Græco-Roman Culture*, pp. 367-376

1. Roman art was produced largely by.....
2. Roman statues were (mythological, idealized, lifelike).
3. Roman mosaics were skillfully made, and in architecture the Romans excelled in the use of theand.....
4. Two examples of large domes are those covering the.....and the church of.....
.....
5. Books consisted of.....or.....
6. Boys secured a university training at.....or.....

7. The dominant language of the West was....., and in the East it was.....
8. The language of Syria was.....and of Egypt,
9. Plutarch is famous for his....., which consists of biographies of.....
and.....
10. Marcus Aurelius, emperor from the year.....to....., wrote his.....in the
.....language.
11. Galen of Pergamum wrote on.....subjects.
12. Ptolemy was an.....and.....
13. Two Spanish-Roman writers were.....and.....
14. Pliny's great work is entitled.....
15. Tacitus contrasted the Romans and the.....to the discredit of the former.
16. Juvenal's.....also exposed the evil conditions of Roman society.
17. The fundamental weaknesses of Classical civilization were slavery and serfdom, a mercenary army,
decayed religions, and.....

III. Projects

A. *Græco-Roman Civilization*

Object: To understand why the authors of your text refer to the civilization of the Roman Empire as "Græco-Roman" and "Classical."

Procedure: Turn carefully through the chapter and list the instances of Greek influences.

B. *A Comparison of Greece and Rome*

Object: To compare Greece and Rome.

Procedure: Make lists of ideas, words, institutions, etc., which we have received from each civilization. Try to decide which one has contributed more to our civilization.

C. *The Roman Empire*

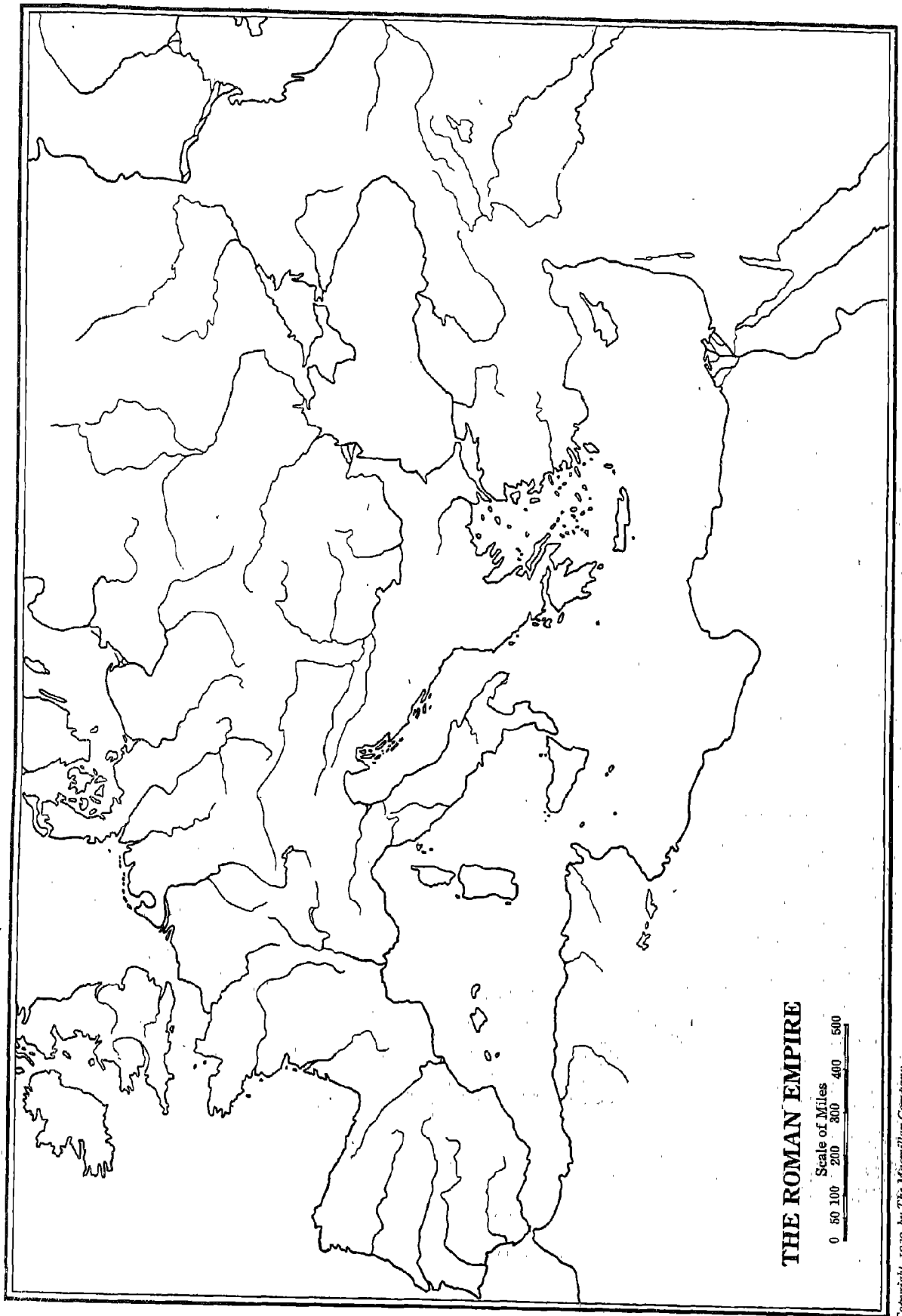
Object: To learn the geography of the Roman Empire.

Procedure: Study the maps on pages 263, 270, 334, and 352 of your text and complete the outline map on the following page.

1. Locate Rome, Syracuse, Carthage, Tarentum, Capua, Brundisium, Cannæ, Ariminum.
2. Without drawing boundaries, locate Etruria, Latium, Samnium, and Magna Græcia.
3. Locate Saguntum, Zama, Pergamum, Magnesia, Athens, Corinth, Cynoscephalæ, Tyre, Alexandria and Cyrene.
4. Using colored crayons, encircle the regions conquered in the various periods indicated on the map, page 270. (If you color the whole area, you will have difficulty in completing the following exercises.)
5. Without drawing boundaries, locate ten of the provinces. Include Dacia, Numidia, Asia, and the others which have been discussed.
6. Draw the four famous roads of Italy and those connecting Rome with important cities outside of Italy.

IV. Review

- A. I. Tell silently or to your parents or to some one else the story of the development of civilization as far as you have studied it.
- II. Prepare for your notebook a review outline of this course to date. Then reproduce as much of it as possible.



THE ROMAN EMPIRE

Scale of Miles
0 50 100 200 300 400 500

MAD TV

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PART IV—THE CLASSICAL AGE IN FARTHER ASIA

UNIT XII—WHAT GREAT EMPIRES AROSE IN CHINA AND INDIA

I. General Survey, *Text*, Chapter XII.

- A. Review pages 97-109 of your text. Having done that, read Chapter XII rapidly. List the two dynasties of India and the four of China.

- | | |
|---------|---------|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

- B. List the great teacher of India, the great philosopher of China, and any other five subjects discussed in the chapter.

- | | |
|---------|---------|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | |

II. Outline Exercises

- A. *Map of Asia in Classical Times*, p. 380

- China under the Tang Dynasty extended from the Pacific Ocean on the east to the.....
.....on the west.
- Trace the two forks of the silk route.
- Turn to Map VIII of this *Workbook* and complete the exercises based upon this map.

- B. *Buddhism in India*, pp. 381-384

- The people of India were divided into.....
- The priests, known as....., used the.....language.
- An ascetic is one who.....
.....
- Gautama lived from.....to.....
- He became an.....but found peace only after he became a.....
- The followers of Gautama tried to achieve a state of perfection, which they called.....

- C. *India in Touch with the Near East*, pp. 384-389

- In the year.....Alexander invaded that part of India known as the.....
- Alexander's invasion of India was important, because.....
.....
- The founder of the first great Indian empire was.....,
who defeated.....and conquered most of the.....valley.
- Asoka, who lived from.....to....., began his reign by a war....., but
turned to the method of.....

5. Religiously, he was a follower of.....and sent missionaries to.....and.....
6. Buddhistic art was greatly influenced by the.....
7. There was a great volume of trade between India and.....and.....
8. The numerous Roman coins in India prove that.....
.....
9. In the 4th and 5th centuries A.D. the.....dynasty reigned in India, and there was a revival
of the.....language.
10. Buddhism is popular in.....and....., but it practically disappeared from.....
11. From the 6th to the 14th centuries India was overrun by....., and the.....empire
was broken into petty kingdoms.

D. The Confucian Age in China, pp. 389-395

1. China was (more, less) influenced by Mediterranean civilization than India.
2. Many of Buddha's teachings were similar to those of the.....
3. Kipling's statement referred to is (true, false).
4. Lao Tzu taught that happiness can be achieved by.....
5. To many faithful followers Lao Tzu is a (priest, philosopher, god).
6.is one of the great religions of China.
7. Confucius, whose real name was....., was born in the year.....
of (royal, wealthy, poor) parents.
8. He was a stickler for.....and respect for ancestors.
9. He is famous for his sayings, which are called.....
10. Confucius said, "Thought unassisted by learning, is perilous," which means.....
.....
11. Confucius was a practical statesman, having held two offices, that of.....
.....and.....
12. China's greatest classic consists of the proverbs of.....
13. During the wars of feudalism the Ch'ou dynasty was overthrown in the year.....
14. The first emperor, who began his reign in the year....., was named.....
.....
15. He destroyed....., divided the empire into provinces, and added some territory south
of the.....River.
16. The Great Wall was first constructed of.....
17. The Great Wall may have resulted in the barbarian invasions of Europe, because.....
.....
18. Shih Huang-ti tried to stamp out....., and in the attempt he beheaded and
exiled hundreds.

D. China in Contact with India and the Near East, pp. 395-403

1. The Han dynasty lasted from.....to.....
2. The literary revival expressed itself in the production of (1), (2), and (3)
3. The invention of.....and the writing.....made these works possible.
4.rather than birth or wealth became the basis of official and social standing.
5. Wu-ti, who reigned from.....to....., is famous for having opened the.....to the west.
6. When the Tartars found their invasions of China from the north blocked by the Great Wall, they.....
7. The route to the Oxus River was discovered by General.....
8. Wu-ti sent soldiers to drive the Tartars from the pass into the.....valley and built a chain of.....to protect the road.
9. These activities resulted in the addition of eastern.....and the opening of trade with the Near East.
10. The middlemen in the trade between China, and Greece and Rome were the.....of people of.....
11. Silk garments became fashionable in Rome by the reign of.....
12. In order to save money the Romans wanted to open.....
13. Silkworm eggs were brought from China by.....in the year.....
14. Buddhism was taken to China in the.....century A.D., where it gained (few, many) followers.
15. Buddhism resulted in the building of.....and.....and the making of.....
16. From China the Japanese borrowed (1), (2), (3), and (4)
17. Following the downfall of the Han dynasty in the year.....China was broken up into.....
18. The capital was moved to.....
19. The weak government had (great, no, little) effect upon the spread of culture.
20. The Tang dynasty, which ruled from.....to....., reconquered lost provinces and extended the empire westward to the.....
21. It was also a period of increased activity in (1), (2), and (3)
22. In the.....century the Chinese printed an edition of Confucius by means of.....
23. The Chinese devised a method of printing long (before, after) it was used in Europe.

F. The Decay of Classical Civilizations, pp. 403-407

1. History up to now ignores the people of northern Europe, most of the Indians of the Americas, and the Negroes, because.....

2. The economic weakness of classical civilizations was the.....
-
3. The upper classes were corrupted by.....
4. Autocracy failed to solve the essential problem of finding the.....
-
5. Democracy failed in Athens because of.....
6. One reason for the failure of all ancient empires was the.....
7. Women were regarded as (superior, equal, inferior) to men.
8. Too much respect for the past weakens originality, because.....
-
9. Paganism provided neither the moral guidance nor the.....necessary for human progress.

III. Projects

A. Great Walls

Object: To compare Hadrian's Wall with the Great Wall of China.

Procedure: Read carefully the description of the former on page 353, noting the dimensions. Compare these facts with the picture on page 394. In your comparison, bring out the dates of construction, the length, the purpose, the duration, and the dimensions.

B. Two Great Philosophers

Object: To compare Socrates and Confucius.

Procedure: Using the index, look up the references to both men and compare them as to teachings, period in which they lived, attitude toward religion, and present influence.

C. A History Contest

Object: To learn more history through review.

Procedure: Divide the class by choice into two groups. As in a spelling match, let the first member of group A propound a name, event, or date for the first member of group B to identify. The teacher acts as judge. If this member cannot satisfactorily identify the item, the next member tries, etc., until it is identified. The student who identifies it asks another of the standing member of group A. etc. A mark is recorded when each person answers. The winning side is the group which misses the fewer items.

PART V—THE TRANSITION FROM CLASSICAL TO CHRISTIAN CIVILIZATION

UNIT XIII—HOW CHRISTIANITY GREW AND AFFECTED THE ROMAN EMPIRE

I. General Survey, *Text*, Chapter XIII.

A. List the five main divisions of this chapter. The first one is given.

1. The Mission of Jesus

2.

3.

4.

5.

B. List five persons or subjects discussed and add a phrase about each. One suggestion is given.

1. Heresy, belief in unauthorized doctrines.

2.

3.

4.

5.

I. Outline Exercises

A. *The Mission of Jesus*, pp. 411-415

1. Judæa was controlled by the Roman governor, ..., whose rule was (popular, unpopular).

2. Jesus was born in the town of ..., began his mission at the age of ..., and was crucified about the year ...

3. Jesus (accepted, rejected) Judaism.

4. Jesus' teachings are summed up in the ... and the ...

5. Jesus disappointed the Jewish leaders, because he.

6. Jesus had no wealth, office, or high social position, but his greatness was in his.

7. Jesus preached a doctrine of (gloom, joy, sorrow).

8. Jesus' career ended in apparent ..., but his followers believed that he rose again after ... days and that he ascended.

9. The twelve humble followers were called.

10. After the death of Jesus his followers were inspired by the ..., which they received at the feast of.

11. The principal Christian church was at.

12. The orthodox Jews were (friendly, hostile) toward Christians.

B. *The Preaching of Paul*, pp. 415-419

1. Paul was a Roman citizen, born at ... and educated to become a.

2. After being converted to Christianity, Paul spent ten years as a missionary, mainly in ... and ..., where he preached mostly to.

3. Paul then turned his attention to the Gentiles, that is,

4. At ..., he founded a strong church.

5. Paul traveled over the Ægean area, where he was often scourged and.

6. On a visit to ... he was arrested, and taken to Rome for trial, because.

7. Paul believed that Christianity was intended for.

8. He also believed that Christianity (supplemented, replaced, opposed) Judaism.

9. Paul, assisted by ..., won exemption from the laws of, ... for Gentile Christians.

10. The Jews observedas the Sabbath, while the Christians soon came to observe
11. Paul was well educated, knowing.....and probably....., as well as Hebrew.
12. He trained.....and organized churches all over the.....
13. The earliest written account of Christianity which we have consists of the.....
....., written between the years....and....

C. *Christianity in Conflict with Paganism*, pp. 419-424

1. The Roman world was (backward, highly civilized) when Christianity began.
2. Three circumstances which aided the spread of Christianity were (1)
....., (2), and (3)
3. Three obstacles to its spread were (1), (2)
....., and (3)
4. The missionaries of old religions were glad to have their gods included among those which people worshipped, but the Christians.....
5. Christians were charged with treason and persecuted, because they would take no part in.....
.....
6. Jesus and the two great apostles,and....., were martyrs.
7. The Christians held secret meetings in the.....
8. (All, Some, Many) Christians, remained firm even in the face of persecution.
9. By the year 200 probably ... % of the people were Christians.
10. Most of the religions were founded upon.....
11. (Christians, Pagans) had an intense faith and zeal in the cause of their religion.

D. *The Early Organization of Christianity*, pp. 425-429

1. The word church meant a local body of Christians and also.....
.....
2. By the 3rd century the larger church had three sets of officials, (1), (2),
and (3)
3. Consecrated bishops were regarded as the successors of the.....
4. The church at Rome became prominent because of the visits of.....and....., and because
it was believed that the bishops of Rome were the successors of.....
5. The church at Jerusalem attained no great prominence, because the city.....
.....
6. The word pope was originally applied to all.....
7. The office and power of the pope is called the.....
8. The four gospels, (1), (2), (3), and (4), were probably
written by the year 100.

9. In addition to Paul's letters and the four gospels, the New Testament contains the (1)
, (2), and (3)
10. Heresy was denounced, because it prevented the church from presenting a
- E. *The Triumph of Christianity in the Roman Empire*, pp. 429-438
 1. By the 3rd century Christianity won converts from.....classes.
 2. The last great persecution — that by..... — ended in failure.
 3. Christianity was tolerated in the year....., and two years later.....issued an edict of universal toleration.
 4. The Council of Nicæa was held in the year.....in order to regulate details and insure.....
 5. It was attended by about.....bishops.
 6. Arius questioned the deity of.....and the unity of.....
 7. The council condemned Arianism and drew up a statement of faith called the.....
 8. Arianism was supported by....., but it was effectively condemned in 380 by.....
 9. (Two, Three, Several) general councils were held.
 10. Paganism as an official religion was definitely banished by.....
 11. The emperors after 379 aided Christianity by exempting the churches from taxation and the clergy from military service, and by allowing the bishops.....
 12. Theodosius punished....., just as earlier emperors had punished Christians.
 13. The church was divided into four great.....
 14. Christianity changed the popular attitude toward (1), (2), (3), (4), and (5)
 15., bishop of Cæsarea,, bishop of Constantinople, and....., bishop of Milan, were famous for histories, sermons, or hymns.
 16. Augustine's great book was the.....
 17. Jerome, 340-420, translated the Bible into the Latin version known as the.....

II. Projects

A. *Paul's Letters*

Object: To become acquainted with the writings of Paul.

Procedure: Turn carefully through the table of contents of the New Testament and list the epistles written by Paul. If dates are given in an appendix, make note of them. Glance over at least one epistle carefully enough to see why the letter was written.

B. *The Twelve Disciples*

Object: To learn the names of some of the disciples.

Procedure: From the Bible or a life of Jesus secure the names of the twelve followers. Note what trade or work each one followed.

C. *The Appeal of Christianity*

Object: To understand why slaves welcomed Christianity.

Procedure: Write the story of an Athenian youth who has become the slave of a Roman. He sees no chance of liberty; he has no faith in the Greek gods; and his life is filled with hard work and cruelty. He meets a Christian missionary. Continue.

UNIT XIV — HOW THE BARBARIANS CAME AND AFFECTED CIVILIZATION

I. General Survey, *Text*, Chapter XIV.

A. After reading this chapter, list eight Germanic tribes.

- | | |
|---------|---------|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |

B. List and identify four important individuals discussed in the chapter, as

1. Alaric, leader of Visigoths who sacked Rome in 410.
2.
3.
4.
5.

II. Outline Exercises

A. *Map of the Roman Empire in 400*, p. 440.

1. The prefecture of Gaul was divided into dioceses, Italy into, Illyricum into, and the East into
2. The barbarians were most numerous along the (eastern, northern, southern) frontier.
3. Turn to Map V of this *Workbook* and complete the exercises based upon this map.

B. *Invasion of the Roman Empire from the North: the Germans*, pp. 440-448

1. The northern barbarians lived beyond the and rivers.
2. The Germans fought against three barbarian peoples, the (1), (2), and (3)
3. The Germans were (loosely, strongly) organized.
4. Their organization, the place of women, and their medicine-men remind us of the
5. Among the Germans land was owned
6. The Germans lived (in villages, in cities, on farms).
7. They were skilled makers of implements.
8. They made raids into the Empire in order to secure (1), (2), (3), (4), (5), (6), and (7)
9. Many Germans remained in the Empire, where they became or on large estates.

10. Many Germans also served in the and great numbers became Romanized.
11. Toward the close of the 4th century moved into the empire.
12. The principal tribes and their locations were as follows:
 - (1) Franks, north of the Rhine.
 - (2)
 - (3)
 - (4)
 - (5)
 - (6)
 - (7)
 - (8)
 - (9)
 - (10)
 - (11)
13. The German tribes were attacked by and
14. The Visigoths crossed the Danube in the year and defeated the Romans in the battle of in 378.
15. Led by, the Visigoths plundered the cities of
16. In the year they captured Rome and after two years settled about the city of
17. After invading Gaul and Italy, the Sueves settled in, the Alans in and, and the in southern Spain.
18. Led by, the Vandals captured in 439 and founded a kingdom.
19. They built a fleet and sacked in 455.
20. The upper Rhine was occupied by, the Rhone by, and eastern Britain by (1), (2), and (3)
21. Theodoric, leader of the, defeated and killed Odovacar and became the ruler of
22. The Roman Empire in the west was being replaced by

C. *Map of the German Kingdoms*, p. 452

1. By 525 Gaul had become the kingdom of the; Spain, the kingdom of the; northern Africa and many islands, the kingdom of the; Italy and the Adriatic coast, the kingdom of the
2. The Roman Empire had become the
3. Turn to Map V of this *Workbook* and complete the exercises based upon this map.

D. The Establishment of German Kingdoms, pp. 449-454

1. The Germans (tolerated, destroyed) Roman customs and laws.
2. About.....of the land was given to the Germans.
3. The races (did, did not) intermarry.
4. The Germans **learned the**language.
5. A Frankish king issued thelaws.
6. The Dark Age was caused by the.....
7. The least Romanized of the provinces was....., into which the least civilized barbarians went.
8. The Anglo-Saxons conquered the....., and by the 7th century there were.....petty kingdoms in Britain.
9. The Roman revival was the work of Justinian, who ruled from.....'.....to.....
10. The general,, gathered a large army of mercenaries, and in 533 he sailed for Africa, where he captured.....
11. He also conquered.....and restored it to the emperor, but the eastern Greek empire could not long control western barbarians.
12. In the 6th century, Italy was finally lost to the empire when the.....conquered it.

E. Map of the Roman Empire in 600, p. 459

1. Compare the size of the Roman Empire with that shown on the map on page 452. The emperor who was responsible for the increased size was.....
2. Most of Italy was controlled by the.....
3. Turn to Map V of this *Workbook* and complete the exercises based upon this map.

F. The Pressure from the East: Asiatic Nomads, Slavs, and Persians, pp. 454-461

1. The steppes are uninhabitable in winter on account of the....., and the southern plains are uninhabitable in summer on account of the.....
2. Only....., who migrate with the seasons, can live in such regions.
3. They make a living by raising (1), (2), and (3)
4. The unattractive Mongols, who speak the.....language, lived in these regions.
5. The Mongols were excellent riders and spent their time in.....and.....
6. The work was performed by the.....
7. A few families form a camp, several camps form a....., several.....form a....., and several.....form a horde.
8. One cause for the wanderings of the Mongols is the frequent occurrence of.....
9. The Huns established themselves on the plains of.....
10. Attila, the Khan of the....., was called the.....by the Germans and Romans.
11. In 451 Attila led his horde into Gaul, where he was defeated by the.....and.....in the battle of.....

12. The persuasion of.....caused Attila to spare Rome.
13. The Huns are important because they were the indirect cause of the.....
14. The Slavs lived just east of the present state of.....
15. They were (nomads, herdsmen, farmers).
16. The Slavs occupied the regions which the.....left.
17. In the 7th century the Slavs overran all of the.....
18. Some Slavs, for example those in....., learned Greek; others, for example the....., retained their original speech.
19. The Bulgarians are a fusion of.....and.....
20. The emperor maintained a form of control over the Balkans through.....
21. Rome conquered and annexed all civilized regions which it invaded except.....
22. The Persians fought.....from the east and the.....on the west.
23. The Persian wars were partly religious in their nature, being a struggle between.....
.....and.....
24. The Persians, led by....., conquered Armenia and Mesopotamia and in 614 captured the city of.....
25. The Roman emperor,, soon defeated the Persians, and the old boundaries were restored.
26. The Persian wars so weakened both countries that they could not defeat the.....

G. *The Conversion of the Germans to Christianity*, pp. 462-470

1. After winning the Romans, it was necessary for Christianity to win the.....
2. Eastern monasteries followed the rules of....., and western monasteries followed those of.....
3. Basil believed that monks should (serve others, seek only their own salvation).
4. The monastery at Monte Cassino was founded in the year.....
5. The monks worked on.....or taught in a.....
6. The monasteries performed many services for civilization, such as.....
.....and.....
7. Most of the Germans became (Catholic, Arian) Christians.
8. Ulfila accepted Arian Christianity while he was at.....
9. He became a bishop among the.....and translated the.....into Gothic.
10. The hostility between the Germans and Romans was intensified by the fact that the former were.....
11., king of the Franks, became a Christian in the year....., and the Visigoths of Spain accepted Catholic Christianity in the year.....
12. The Anglo-Saxons were converted by....., who was sent by Pope.....
13. The ecclesiastical [church] unity of England (followed, preceded) political unity.

14. The synod at.....in 664 attempted to harmonize the practices of all the Christians of the British Isles.

15. The Lombards became Catholics in the year.....

16. While Christianity gained the West, it lost parts of the East to.....

H. The Rise of Islam and the Arab Conquests, pp. 470-483

1. The Bedouin Arabs were.....and supported themselves by herding and.....

2. The settled Arabs lived in towns along the.....and the.....

3. The Arabs made frequent raids into the agricultural communities and were especially likely to migrate when.....

4. The Arabs presented no great menace to the Romans, because they were not.....

5. The bond of unity was found in.....

6. Mohammed was born at.....about the year.....

7. He claimed to be the.....through whom God spoke.

8. The Koran supposedly consists of God's words delivered through.....

9. The followers of Mohammed believed in....., that is, one God.

10. They also believed in.....

11. The moral code of Islam is (stricter, less strict) than that of Christianity.

12. Their worship consists of (1) reciting a creed, (2), (3), (4), and (5) making a.....

13. Islam means.....

14. The flight of Mohammed from.....in the year.....is called the.....

15. Mohammed won and supported followers by attacking.....

16. At the time of Mohammed's death in....., his religion was spreading rapidly.

17. The Caliphs, four of whom were (1), (2), (3), and (4) lived at Medina and were the religious heads of.....and the rulers of the rising Arab state.

18. The Arabs found that by uniting they were able to.....

19. The Arabs captured.....in 635, and all Syria was conquered by the year.....

20. Within a few years they had conquered (1), (2), (3), and (4)

21. In 711 the Berbers and Moors, under Arab leaders, conquered.....and invaded France.

22. At Tours in the year.....the Frankish leader,, defeated the Moslems and drove them beyond the Pyrenees.

23. In 637 the Arabs defeated the Persians at.....and by the year.....had conquered all Persia.

24. The Arab Empire was (larger, smaller) than the Roman Empire.

25. The centers of the new empire were.....and.....

26.became the capital of the Moslem Empire.

27. The Moslems were (tolerant, intolerant) of other religions.
28. Most of the people of.....and northern.....became Moslems.
29. Many became Moslems in order to.....and to escape.....
30. The....., and the.....and.....in Spain remained Christians.
31. The Persians forsook.....and adopted Islam.
32. The Arabs built up a great civilization, which had its center in.....

I. Project

A. *Two Great Battles*

Object: To compare and contrast the battles of Chalons and Tours.

Procedure: Give the facts, such as opponents, leaders, location, date, outcomes, and importance. Try to decide which was a more important event, the victory at Chalons or Tours.

B. *Two Great Churches*

Object: To compare the Cathedral at Canterbury with the Mosque at Jerusalem or Saint Sophia at Constantinople.

Procedure: Examine the pictures on pages 468, and 482 or 501. Give the facts about each, such as purpose, date, size, and style of architecture.

C. *The Life of a Nomad*

Object: To study the everyday life of a nomad.

Procedure: Read pages 454-456 and 471. Using the first person, write an account of your life with the nomads. Contrast the stories written by a boy and a girl.

D. *Romans and Barbarians*

Object: To learn the geography of the changing world of the 5th to 8th centuries.

Procedure: Study the maps on pages 440, 452, and 459 of your text and complete the following exercises on the outline map on the next page.

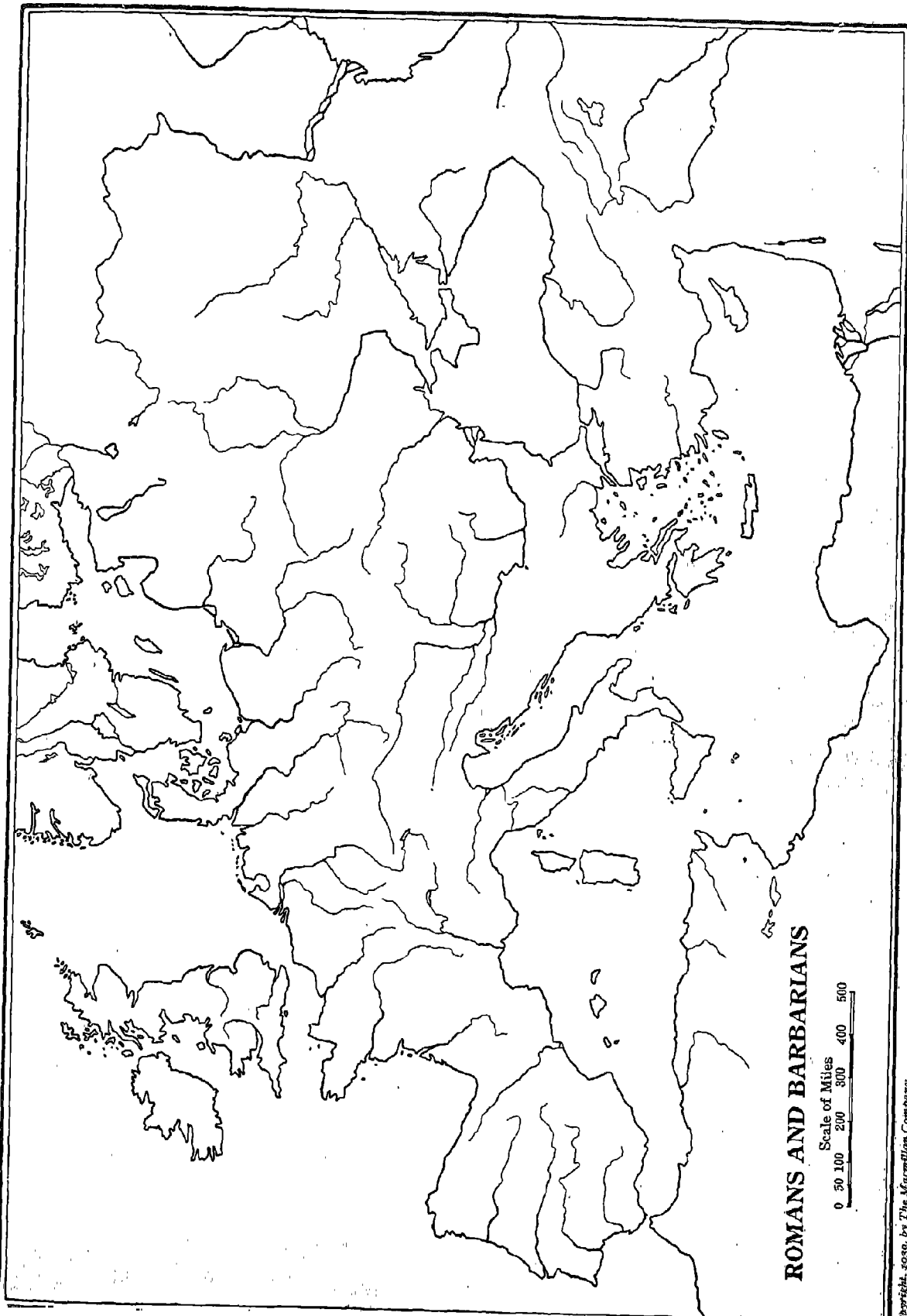
1. Mark the boundaries of the Roman Empire as they were in 400.
2. Using colored crayons encircle the prefectures.
3. Mark the locations of the Saxons, Angles, Burgundians, Lombards, Vandals, Slavs, Visigoths, Ostrogoths, and Huns.
4. Encircle the five principal German kingdoms and the Roman Empire.
5. Use arrows to show the migrations of the various tribes to new locations.
6. Using the same color as you used in 1, show the enlarged Roman Empire of 600.
7. Mark the principal cities, such as Antioch, Jerusalem, Alexandria, Constantinople, Rome, etc., and the two battles of Chalons and Tours. [These will be found on the map on page 494.]
8. Encircle the five patriarchates.

UNIT XV — WHAT THE DARK AGE WAS

General Survey, Text, Chapter XV.

A. Give five reasons for calling this period the Dark Age.

1.
2.
3.
4.
5.



ROMANS AND BARBARIANS

Scale of Miles
0 50 100 200 300 400 500

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B. List the three empires which are discussed.

1., 2., 3.

II. Outline Exercises

A. *Map of Charlemagne's Empire*, p. 494

1. Charlemagne's empire was (larger, smaller) than the combined areas of the kingdoms set up in 843.
2. Locate Austrasia, Neustria, Burgundy, Lotharingia, Aix-la-Chapelle, Strasbourg, Paris, and Rome.
3. Turn to Map VI in this *Workbook* and complete the exercises based upon this map.

B. *Charlemagne and His Empire*, pp. 486-495

1. There were two kinds of Franks, and
2. Clovis, king of the Franks from 481 to 511, and his successors built up a considerable kingdom.
3. Gaul became France, the Franks learned the Latin language, and the Franks became a people.
4. Upon the death of a Merovingian king, the kingdom was
5. In time three semi-independent kingdoms emerged, (1), (2), and (3)
6. The nobles were (loyal, rebellious, indifferent).
7. The weak Merovingian kings delegated authority to the chief noble, who was called the
.
8. Charles Martel, Sr. became the governor of the whole, and
it was who won the battle of Tours in 732.
9. Pepin, with the approval of the, became king of France in the year
10. In return for the favor Pepin defended Rome against the and gave Rome and
. to the Pope.
11. The dynasty replaced the Merovingian.
12. Charlemagne lived from to and became king in
13. Charlemagne defeated the and became their king in the year
14. The *Song of Roland* is based upon the battle of
15. Charlemagne subdued the Germans and forced them to accept
16. Pope crowned Charlemagne as emperor of the in the year
.
17. The empire included what are now (1), (2), (3),
(4), and (5), with its capital at
18. Margraves were commanders of
19. Charlemagne exercised a (strict, loose) control over his empire.
20. Charlemagne labored to extend Christianity and

21. He was a friend of educated men and founded a school at.....
 22. He also endowed bishoprics and.....and restored.....to its position as the literary language of Europe.
 23. In many ways.....labored to transmit Græco-Roman culture to a Christian-Roman civilization.
 24. Spain was still controlled by the....., and the British Isles were torn by wars.
 25. In 802.....became king of Wessex.
 26.and.....took the Strasbourg oath, the former in the.....language and the latter in.....
 27. The three grandsons of Charlemagne, (1), (2), and (3), made peace at.....in the year.....
 28. By this treaty.....retained the title of emperor and secured.....and.....;secured Germany; and.....received the original Frankish kingdom.
 29. The empire went to pieces.became King of France in 987, and others seized various parts of the empire.
 30. The Empire of Charlemagne perished, but the idea behind it was revived by.....in 962.
- C. *The Byzantine Empire*, pp. 495-505
1. Byzantium or Constantinople was the capital of the Roman Empire from.....to.....
 2. After the time of.....it is proper to use the term Byzantine Empire, because it had lost its Latin-speaking, western provinces and was a small.....-speaking state with its center at.....
 3. The Roman Empire lost its western provinces to the.....and its African and many of its Asiatic provinces to the....., who also besieged.....itself.
 4. On the west the Byzantine Empire was attacked by.....and....., who maintained their own language and organization.
 5. Under their Khan,, the Bulgarians defeated the Byzantine army and in the year.....laid siege to Constantinople.
 6. For a time the Bulgarians dominated the.....Peninsula, but they were reconquered by the Empire.
 7. From the standpoint of laws, customs, and institutions, the (Holy Roman, Byzantine) Empire was *the* Roman Empire.
 8.was the language of the Byzantine Empire.
 9.was a strong, successful, and enlightened emperor.
 10. Between 395 and 1453 there were.....emperors, of whom only.....died natural deaths in office.
 11. The governor of a province was called a.....
 12.furnished the food for the empire.

13. Constantinople was a beautiful and flourishing city of about.....or..... people.
14. The pomp of the church, the brilliance of the court, and the amusements of the..... attracted visitors in great numbers.
15. Byzantine culture (was inferior to, surpassed) the culture of the West.
16. The head of the Catholic Church at Constantinople was the....., who (recognized, denied) the authority of the pope.
17. The iconoclasts were.....and were condemned by the.....and finally by the Patriarch.
18. The Patriarch.....excommunicated the Pope.
19. After 1054 there were two Christian Churches, the....., headed by the....., and the....., headed by the.....

D. Extension of Civilization among the Barbarians, pp. 505-515

1. The great missionary to Germany was....., who converted thousands and established the famous monastery at.....
2. By the 10th century the region from the.....River to the.....Sea was Christianized.
3. The westernmost Slavs were converted by.....and....., who translated parts of the Bible into the.....language.
4., the Bishop of Prague, helped in the conversion of Poland.
5. In Russia Prince.....and his family accepted Christianity.
6. The Slavs of Poland, Bohemia, and Moravia became.....Christians, and those of Russia became.....
7. Christian civilization was extending rapidly over central Europe, but its success was incomplete because of the invasions of (1), (2), and (3)
8. The Northmen invaded the British Isles, Charlemagne's Empire, and the coasts of (1), (2), and (3)
9. The Northmen established kingdoms in (1), (2), (3), (4), and (5)
10. With amazing speed these Northmen learned the language and customs and adopted the religion of the.....
11. The missionary to Denmark was.....
12. Leif Ericsson discovered....., probably a part of the coast of North America.
13. The Magyars spread terror through central Europe until they were defeated at.....by Otto I in 955.
14. The Magyars settled in Hungary and became Christian under their khan,

15. The Mediterranean coasts were plundered by the....., who were finally expelled from Italy and Sicily by the Norman leader,

E. *Map of the Carolingian, Byzantine, and Moslem Empires*, p. 515

1. Most of Spain was formerly a part of the..... Empire.
2. Note the location of Bulgaria, the Magyars, Yugoslavs, and Scandinavians.
3. Turn to Map VI of this *Workbook* and complete the exercises based upon this map.

F. *The Revolution in the Moslem Empire*, pp. 515-521

1. The Moslem Empire embraced too much territory and too many kinds of.....
2. In 750 the..... supplanted the Omayyads as Caliphs and moved the capital from Damascus to.....
3. The Caliph Harun al-Rashid, who ruled from the year..... to....., made his capital into a great and cultured center.
4. Under the leadership of an..... prince Spain asserted its independence.
5. By 1000 there were three Caliphates, the (1), (2), and (3)
6. Among the many contributions of Moslem culture were (1), (2) the, and (3)
7. Spain became wealthy and enlightened. Three flourishing cities were (1), (2), and (3)
8. The intellectual center was....., where scholars and artists gathered from all western Europe.

III. Projects

A. *A Time Chart*

Object: To harmonize the events recorded in Chapter XV.

Procedure: Make a time chart with four columns, Holy Roman, Moslem, and Byzantine Empires, and the Barbarians. [For an example see page 94 of your text.]

B. *Historical Material*

Object: To discover how a fairy tale may contain some historical material.

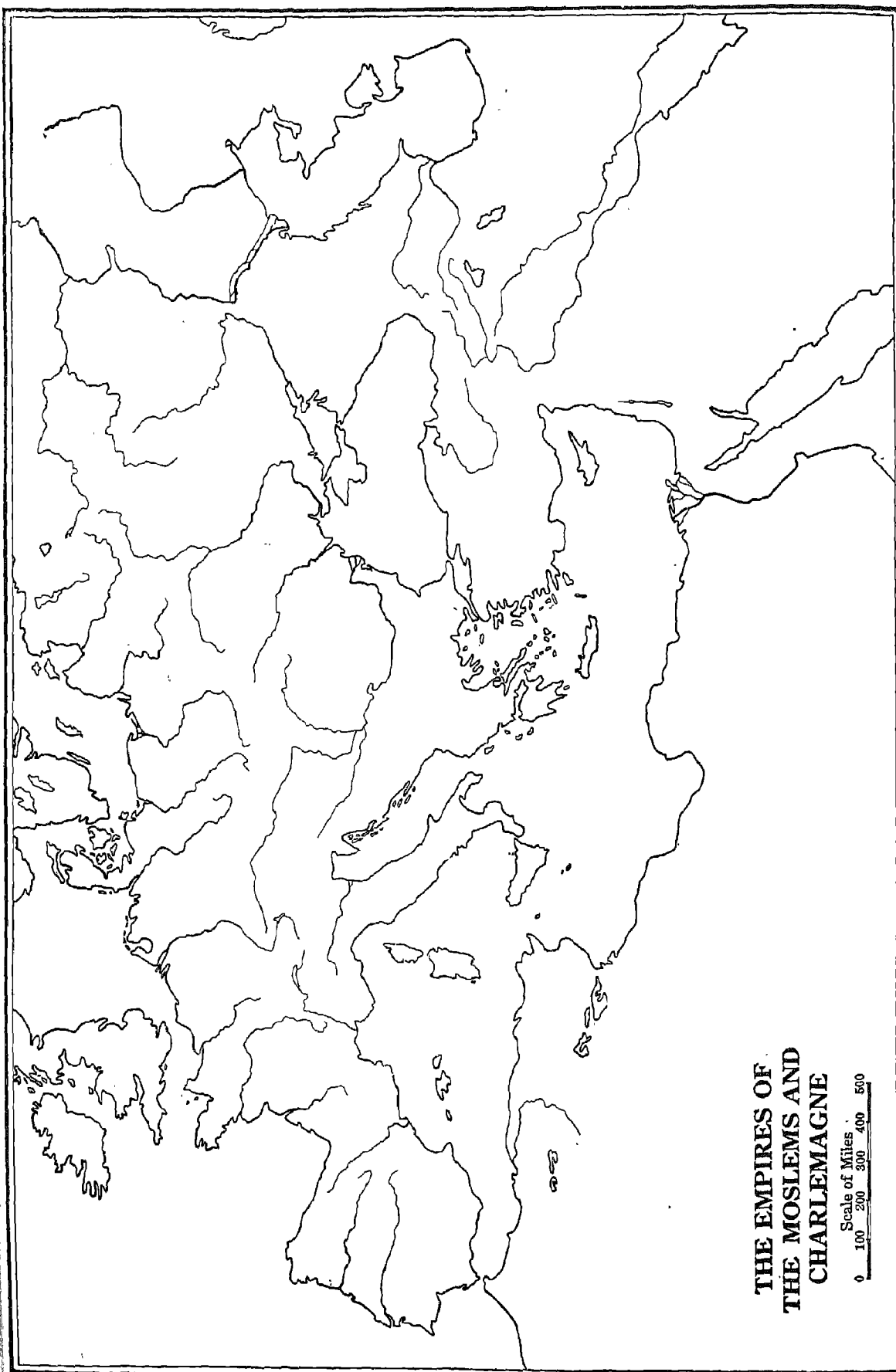
Procedure: Either from memory or by reviewing a copy of *Arabian Nights* secure a list of articles, tools, furnishings, etc., which show the state of culture at Bagdad.

C. *The Empires of the Moslems and of Charlemagne*

Object: To see the extent of the empires of the Dark Age.

Procedure: Study the maps on pages 494 and 515 of your text and complete the following exercises on the outline map on the next page.

1. Encircle Charlemagne's Empire, and, with different colors, the kingdoms of Charles, Louis, and Lothar.
2. Mark Aix-la-Chapelle, Tours, London, Fulda, Strasbourg, Paris, Roncevaux, and Rome.
3. Mark, without drawing boundaries, Neustria, Austrasia, Burgundy, and Saxony.
4. Mark Bagdad, Damascus, Cairo, Cordova, Seville, Toledo, Nicæa, and Constantinople.
5. Encircle the Byzantine Empire, Caliphate of the Abbasids, and Emirate of Cordova.



**THE EMPIRES OF
THE MOSLEMS AND
CHARLEMAGNE**

Scale of Miles
0 100 200 300 400 500

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MAP VI

PART VI—EUROPEAN CIVILIZATION IN THE MIDDLE AGE

UNIT XVI—HOW PEOPLE LIVED IN THE MIDDLE AGE

I. General Survey, *Text*, Chapter XVI.

A. Briefly answer any two of the questions on pages 554-555 of your textbook.

- (1)
.....
.....
.....
.....
- (2)
.....
.....
.....
.....

II. Outline Exercises

A. *Feudalism*, pp. 524-533

1. The need of led the poor and weak to apply to the strong and wealthy.
2. A leased or rented farm was called a
3. Small landowners, bishops, and even towns agreed to serve some great noble, and he agreed to
..... them.
4. The noble made a similar contract with the king to whom he agreed to furnish in return for the privilege of controlling his fief.
5. The ceremony by which a vassal became bound to his lord was called
6. The ceremony by which a lord acknowledged his vassal was called
7. The suzerain or lord of great nobles was the or
8. Bishops, abbots, and nobles were vassals to the king or a more powerful noble and were in turn
..... to poorer or weaker followers.
9. A hereditary benefice was called a
10. The great nobles and landlords of very large fiefs were called (1), (2),
(3), or (4)
11. Fiefs which were divided again and again were said to be
12. The lord was bound to render and to his vassal.
13. Three kinds of obligations were (1), (2), and (3)
..... service.
14. The knight was bound to render or pay

15.were special sums paid by a vassal to ransom his lord or to provide money for other special occasions.
16. The custom by which the eldest son inherited the estate or fief is called.....
17. Towns were often.....of a king or noble, and sometimes they were.....of vassal farms and villages.
18. Bishops and abbots were often both.....and.....
19. Land which was owned by independent farmers was said to be.....
20. "Feudalism was primarily a vast mutual-insurance society." It afforded protection against.....
.....and limited the powers of.....and.....
21. Feudalism (helped, hindered, prevented) the development of national unity.
22. Feudalism tended to exalt.....and brought on the struggle between.....
and.....
23. The worst aspect of feudalism was....., which was a grave obstacle to (1)
....., (2), and (3)
24. The Peace of God extended to (1) churches, (2) monks, (3), (4)
....., and (5)
25. The Truce of God forbade fighting on certain feast days, from Wednesday evening until Monday
and during.....and.....
26. The principle of chivalry is summed up in the words,
27. Sham battles were called.....

B. Agriculture and the Countryside, pp. 533-540

1. The occupation of the majority of workers was.....
2. A large farm was called a....., at whose head was a.....
3. The manor-house was protected by an encircling.....
4. The tenants lived in cottages which constituted a.....near the castle.
5. The manor lands were divided into (1) individual gardens, (2)
and (3) the common.....
6. Four types of land were (1), (2), (3), and
(4)
7. The tenants were divided into.....and.....
8. The freeholder paid the lord a fixed.....and had the right to appeal to the.....court.
9. The serfs were attached to the soil and had to render.....to the lord.
10. Payments in (1), (2), and (3)were required of the villeins.
11. The villein worked for his lord about.....of the year.
12. The manor was an economic unit, which means.....
13. The.....presided at the manorial court, and the.....or.....represented
the villeins and distributed their services.

14. Five tools used on the manor were the (1) , (2) ,
(3) , (4) , and (5)
15. Fallow land is that which is not.
16. Peasant life was (picturesque, dismal, happy).
17. Peasant population (decreased, increased, remained about the same).
18. The lord's castle was equipped with (many, few) conveniences.
19. The was the professional entertainer.
20. The was the social center of a medieval manor.

C. *Industry, Trade, and the Towns*, pp. 540-551

1. Many towns survived from Roman times; others grew up around a or
.....
2. In many instances the leading citizen of a large town was the.....
3. The contract between a lord and a city was called a.....
4. The citizens of a town had (fewer, more) rights than the villeins on a manor.
5. Towns grew because they were centers of religious and political administration, because they were
places of refuge and....., and because they were centers of.....and.....
.....
6. Most manors were not entirely self-supporting, for such articles as (1) , (2) ,
(3) , (4) , (5) , and many others had to be imported.
7. A gathering of merchants and customers at an appointed town and date was called a.....
8. Some obstacles to trade were (1) , (2) , (3) , (4) ,
and (5)
9. A merchant gild was somewhat like our modern.....
10. The craft gilds were primarily concerned with (banking, manufacturing, commerce).
11. The most fully developed of all the industries of medieval Europe was the.....
.....
12. A member of a craft gild was called a.....
13. The manufacturer had two classes of male helpers,and.....
14. An apprentice worked for his master in order to.....
15. The quantity, quality, and prices of goods were regulated by the.....
16. Most houses served as.....and.....
17. Feuds between families and conflicts between.....kept many cities in a turmoil.
18. The outstanding structure of a medieval city was the.....
19. Town life was (picturesque, dismal, monotonous).

D. *Some General Remarks on Medieval Society*, pp. 551-554

1. Examples of coöperation in the Middle Age were the (1) , (2) , and
(3)
2. Personal and local loyalties were hostile to.....
3. The chief moral force of the Middle Age was the.....

4. Business morality was (high, low).
5. The four principal social classes were the (1), (2), (3), and (4)
6. Social classes were (rigid, elastic).
7. and killed great numbers of the people.
8. The was the chief agency in caring for the sick and poor.
9. Each monastery had an who distributed gifts.
10. The were the substitutes for hotels in the Middle Age.

III. Projects

A. *A Medieval City*

Object: To learn the chief characteristics of a medieval city.

Procedure: Study the picture of Cambrai on page 542. Note the moat, roads, cathedral, churches, and castle. How did Cambrai get a start as a city? Contrast this city with one in your own state.

B. *The Ideals of Chivalry*

Object: To understand the meaning of knighthood.

Procedure: Give your idea of the full meaning of "Be a valiant knight." Start with Tennyson's beautiful words from "Gareth and Lynette":

"follow the Christ, the King,
Live pure, speak true, right wrong, follow the King ——"

C. *A Medieval Manor*

Object: To learn the arrangements of a typical manor.

Procedure: Study the picture and description on page 534 and draw a map of a manor, showing the divisions of the land, the village, manor-house, mill, etc.

D. *Feudal Organization*

Object: To understand feudal organization better.

Procedure: Draw a large rectangle and name it *King A's Country*. Divide it into a half dozen irregular parts. Put Roman Numerals I, II, III, etc. in each division. Imagine that each represents the lands of a noble. Using dotted lines, divide *Noble I's* land into another half dozen irregular parts and label them 1, 2, 3, etc., each of which represents the land of a vassal. Using red dotted lines, divide *Vassal 1's* land into a few plots and letter them a, b, c, etc. When *King A* needs soldiers he calls on *Noble I*, who calls on *Sub-Vassal 1*, who in turn calls on *Sub-Vassal a*. In this way an army was raised, and certain other feudal obligations were met. Name some of them.

UNIT XVII—WHAT GOVERNMENT EXISTED IN THE MIDDLE AGE

I. General Survey, *Text*, Chapter XVII.

A. Record five of the most important ideas that you have learned from this chapter.

1.
2.
3.
4.
5.

II. Outline Exercises

A. *Map of Europe in 1095*, p. 556

1. Note the break-up of the Moslem Empire.
2. Locate Leon, Castile, Navarre, Burgundy, Normandy, States of the Church, Pomerania, and Poland, as well as the larger kingdoms.
3. The great number of kingdoms indicate a (weak, strong) sense of nationality.
4. Turn to Map VII in this *Workbook* and complete the exercises which are based upon this map.

B. *Some General Remarks on Medieval Government*, pp. 557—559

1. Today we believe that a government should have (few, many) and (unimportant, important) powers.
2. A map of medieval Europe cannot show all of the political divisions, because.....
3. The ruler of each petty state was assisted by a council or parliament known as the.....
4. In England and France the.....eventually got the upper hand of the nobles, whereas in.....and.....they retained a large degree of independence.

C. *The Church*, pp. 559—571

1. The.....was the official head of the church, the....., of the province, the....., of the diocese, and the....., of the parish. Together they constituted the.....clergy.
2. The regular clergy consisted of (1), (2), and (3)
3. The monk in charge of a monastery was called an.....
4. The.....and the.....were two crusading orders.
5.was the founder of the Franciscan Friars.
6. The Dominican Friars were devoted to.....work.
7. Most of the regular clergy took the vows of (1), (2), and (3)
8. Education was in the hands of the.....
9. Canon law, which was used in church courts, consisted of decrees by the.....or.....
10. Church courts tried cases involving both clergymen and.....
11. The ownership of extensive lands by the church tended to (promote peace, provoke wars).
12. The practice of buying church offices was called.....
13. (Most, All, None) of the clergy in the West practiced celibacy.
14. The reforms in church abuses began at the famous monastery of.....in east-central.....
15. Popes are elected by the College of....., a body established by Pope.....in the year.....
16. One of the greatest of the popes was Hildebrand, who was elected in the year.....
17. Hildebrand forbade lay rulers to confer.....upon church officials.
18. Expulsion from the church was called.....

19. The suspension of religious services in a country was called an.....
20. Emperor Henry IV, who refused to obey the investiture order, was.....and forced to seek the pope's pardon in the snow-covered courtyard of.....
21. Since bishops and abbots were great landowners and political rulers, the kings and emperor felt that they should have the power of appointing them; but since they were church officials, the.....felt that he should have sole power to appoint them.
22. By the.....in 1122 the emperor conceded the appointment of church officials to the pope.
23. Innocent III thought that the pope should be the supreme.....of all Christian nations.
24. He forced King.....of England to recognize the papal appointment of Archbishop.....
25. The political power wielded by Innocent III was (necessary, unnecessary) but (temporary, permanent).
26. The strength of the church depended upon its (political power, religious mission).
27. A heretic was regarded somewhat as we regard a.....
28. Heretics were tried by a special court called the.....
29. Two classes in Western Europe that were not Christians were the.....and.....
30. The achievement of religious liberty is (ancient, medieval, very modern, modern).

D. *Map of the Holy Roman Empire*, p. 571

1. The Margrave of.....and the Kingdom of.....were the two largest states within the Empire.
2. There were (dozens, scores, hundreds, thousands) of petty states.
3. Note that the Papal States were *outside* the empire.
4. Turn to Map VII in this *Workbook* and complete the exercises based upon this map.

E. *The Empire*, pp. 571-580

1. The Holy Roman Empire claimed to embrace all.....; whereas at its greatest extent it included only (1), (2), (3), (4), (5), (6), and (7)
2. The Holy Roman Empire was essentially a (French, Roman, German) empire.
3. Its first emperor was....., crowned in the year.....
4. The King of the Germans became Roman Emperor when he was crowned by the.....
5. The emperor had (strict, loose, almost no) control over the states within the Empire.
6. The Electors, of whom there were..... [a number], elected the.....
7. The fact that the emperor was elected tended to (strengthen, weaken) his powers.
8. The emperor exercised (strict, loose, almost no) control over the cities.
9. Many petty barons and knights lived mainly on.....and defied the emperor.
10. Three classes were represented in the Diet, (1), (2), and (3)
11. The jealous regard for the rights of the states as opposed to the rights of the Empire was called.....
12. The investiture conflict tended to (weaken, strengthen) the prestige and power of the emperor.

13. Frederick I, known as, ruled from to
14. When Frederick was excommunicated in the year, he led an army into Italy and installed a rival
15. The Lombard League was formed to expel Frederick's governors, known as
16. The league won a decisive victory at in the year
17. Frederick I made peace with both the and the and died on a
18. Frederick II, who ruled from to, tried to gain control of all, thus imperiling the papal
19. The papal party, known as, eventually triumphed over the imperial party, known as
20. From the year to there was no emperor except in name.
21. In 1273 became emperor.
22. When an emperor gained control in Italy, he usually lost it in
23. After the year the Habsburgs of Austria were the emperors.
24. Having little power or authority, they were nevertheless accorded great
25. The failure of the Empire permitted the growth of states.
26. From the weakness of the Empire strong states emerged; for examples (1), (2), and (3)
27. The weakness of the Empire also permitted the development of the nation of and the free
28. The Germans, led by the Order of, conquered and Christianized the Slavic barbarians of

F. Map of Italy in the Fifteenth Century, p. 582

1. Southern Italy and Sicily formed the Kingdom of the
2. Locate four city republics and four duchies.
3. and were two cities in the Papal States.

G. The City States, pp. 580-587

1. The powers and rights of cities resembled those of the (villeins, nobles, clergy, kings).
2. Towns which were included within national states secured the right of
3. The strongest and most nearly independent cities were located in (1), (2), and (3)
4. Each city exercised the functions of a country, such as (1) making laws, (2) and (3)
5. Venice was controlled by (craftsmen, noblemen, merchants).
6. The head of the republic was called the
7. The marrying of Venice and the Adriatic indicates that Venice was a strong (military, maritime, manufacturing) city.

8. Genoa was torn by conflicts between rival parties, but it nevertheless built up a great trade and secured control of the islands of.....and.....
9. For a time Florence was almost a....., but the banking family of the..... became the political bosses.
10. Milan was the leading city in.....
11. The two leading cities of the Netherlands were.....and.....
12. The Hanseatic League, comprising.....cities, was formed to protect.....
13. The city-states tried (one, two, several) kinds of government.
14. The free-lance soldiers were called.....
15. Venice developed a special class of.....to handle foreign affairs.

H. Map of European Trade Routes in the Middle Age, p. 586

1. The two Italian cities which had the greatest number of sea routes were.....and.....
2. Note the routes centering in Augsburg, Magdeburg, Cologne, Paris, Milan, and Toledo.
3. Turn to Map VII in the *Workbook* and complete the exercises based upon this map.

I. The National States, pp. 587-589

1. By 1400 national states were dominant except in the.....and the city-states of..... and.....
2. A national state possesses a common.....and a common.....
3. Four factors which contributed to the rise of national states were (1) (2) (3) and (4)
4. The bourgeoisie and peasants assisted the king to overcome the.....

J. England, pp. 589-596

1. William I, who ruled from.....to....., won the throne by defeating Harold at the Battle ofin the year.....
2. In 1086 he compiled the.....Book and required nobles to swear allegiance directly to him. These measures tended to (strengthen, weaken) feudalism in England.
3. The king gradually gained supreme control. He was assisted by a (1) justiciar, (2) (3) and (4) and in each shire by a.....and a.....
4. Henry II, who ruled from.....to....., tried to subject the.....to his laws.
5. In 1164 he issued the Constitutions of....., which ordered certain cases involving clergymen to be tried in the king's courts, forbade appeals to the pope except by permission, and transferred cases involving church.....to the king's courts.
6. By the Assize of.....Henry II established the system of..... and.....

7. King.....signed the Great Charter at.....in the year.....
8. By its terms the king agreed to levy only such taxes as were approved by the.....
....., to respect the rights of the.....and the....., and to uphold the charter of the
city of.....
9. The parliament, assembled by.....in 1265, consisted of nobles,
clergy, and two.....from each shire and two citizens from each.....
10. The.....and.....united to form the House of Lords, and the representatives of
shires and boroughs formed the House of.....
11. Parliament asserted control over (1), (2), and (3)
.....
12. Normans + Saxons =
13. The empire of Henry II consisted of (1) England, (2), and
(3)
14. Edward I subdued.....and called his son the Prince of.....
15. He also conquered Scotland in 1296, but under such leaders as.....and
.....it regained its independence in.....

K. France, pp. 596-601

1. Hugh Capet became king of France in the year.....
2. France was (more, less) united than England.
3. In his struggle against the nobles, the king was supported by the (1), (2)
....., and (3)
4. Louis VI, who ruled from.....to....., defeated many of the nobles and promoted the national
cause.
5. Philip Augustus abolished royal.....and won.....and.....from
England.
6. He appointed royal representatives, called.....or....., and created a
permanent army.
7. Louis IX, who ruled from 1226 to 1270, is usually called.....
8. As a result of the crusade against the....., southern France was added to
the royal domain.
9. The Estates General was composed of (1), (2), and (3);
the commoners (supported, opposed) Philip IV in his contest with the pope.
10. In 1305 the papacy was moved to.....in southern France, where it was under the
domination of French kings for about.....years.

L. Other National States, pp. 601-605

1. The Scottish kings were (limited, unlimited) rulers.
2. Hungary was organized by....., who ruled from.....to.....

3. In the year.....the nobles forced the king to sign a charter of rights, called the.....
4. Two Polish kings were.....and....., but the powers of the kings were limited by the Pact of.....
5. In the Spanish Peninsula three national states arose, (1), (2), and (3)
6. The Two Sicilies were controlled in turn by Hohenstaufens, Angevins, and the King of.....
7. By 1400 localism triumphed in (1), (2), and (3)
8. In the Middle Age kings were limited by (1), (2), (3), (4), and (5)

Projects

A. *The Great Charter*

Object: To learn why King John signed this document unwillingly.

Procedure: Study the picture on page 592 and the contents of the charter on page 593. Looking at it from the king's standpoint, tell what powers he lost.

B. *Papal Contests*

Object: To learn how the pope fared in his contest with the emperor and kings.

Procedure: Review the contest between the emperors and the popes. Tell why you would have been a Guelph or a Ghibelline. Also note the result of the contest between the popes and the English kings. Contrast these two struggles with the one between Philip IV and the popes.

C. *Europe in the Middle Age*

Object: To clarify the geography of the Middle Age.

Procedure: Study the maps on pages 556, 571, and 586 of your text and complete the outline map on the next page.

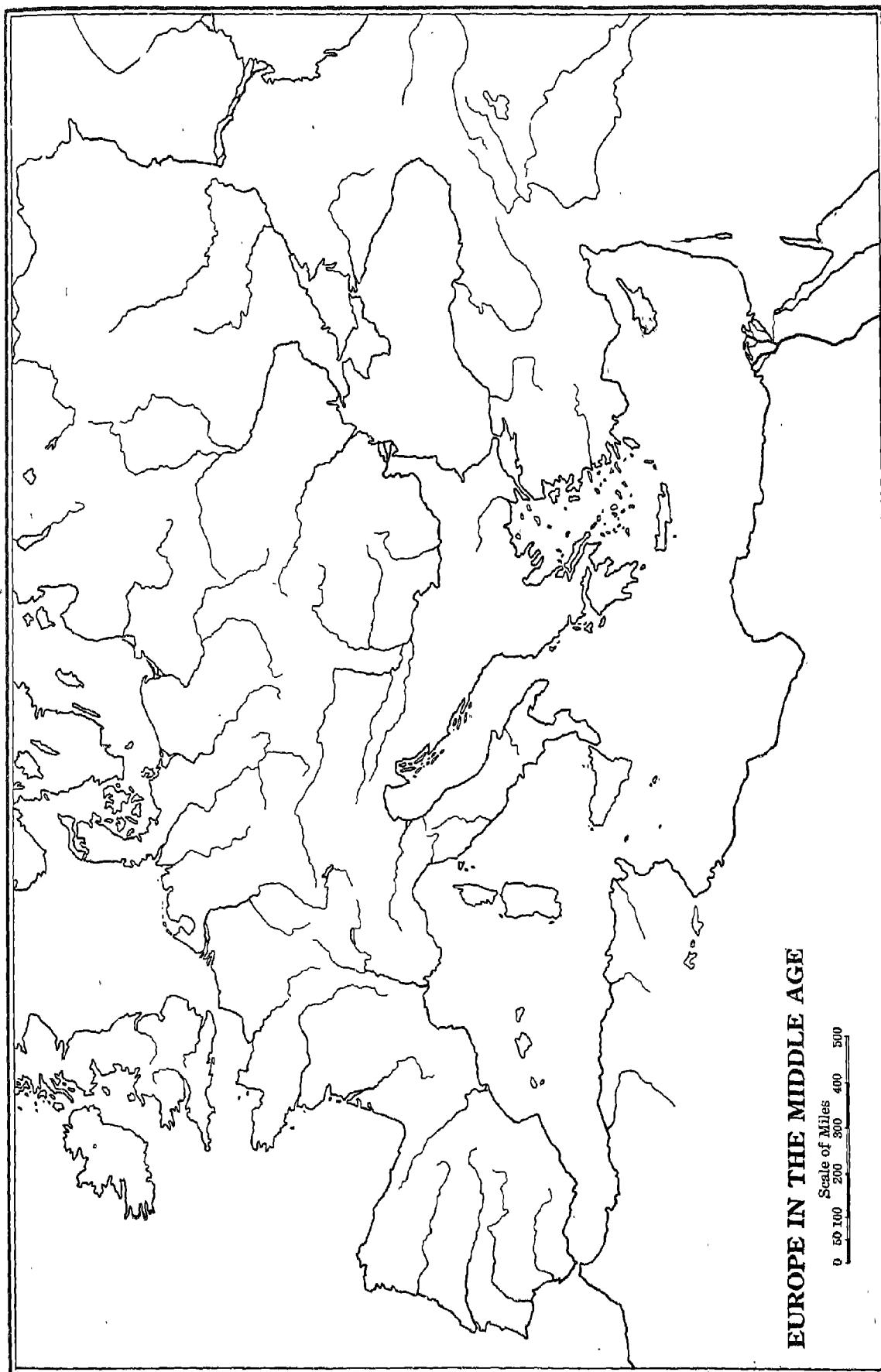
1. Using various colors, encircle the states shown on the map.
2. Encircle Brandenburg, Bohemia, and Saxony. Use dots to show the great number of states.
3. Show the growth of the Papal States.
4. Locate the principal cities and draw the routes which connected them. Draw the principal routes in the Mediterranean.

UNIT XVIII — WHAT CULTURE OUR ANCESTORS POSSESSED IN THE MIDDLE AGE

General Survey, *Text*, Chapter XVIII.

A. Give five reasons why you think the people of western Europe were not barbarians in the Middle Age.

1.
2.
3.
4.
5.



MAP VII

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II. Outline Exercises

A. *Languages and Literature*, pp. 608-615

1. The cultured and international language of the Middle Age was.....
2. It was fundamentally (different from, the same as) classical Latin.
3. The works of..... and the version of the Bible known as the..... were popular in the Middle Age.
4. Four kinds of Latin writings were (1), (2), (3), and (4)
5. The..... wrote historical chronicles.
6. The works of the Greek philosopher,, were translated into Latin in the Middle Age.
7. The vernaculars were the languages or local dialects spoken by the.....
8. The Romance languages were (1), (2), (3), (4), (5), and (6)
9. All of the Romance languages resembled each other because they all originated from spoken dialects of.....
10. German, Dutch, Scandinavian, and English were the..... languages, although English has many elements of a..... language.
11. Russian, Polish, Czech, Yugoslav, and Lithuanian were..... languages.
12. and..... are two examples of the Celtic language.
13. Magyar and Finnish are..... languages.
14. of the same language differed from each other about as much as some languages did.
15. Two examples of lyrics are those written by the..... and.....
16. The most famous lyrical writer and singer in Germany was.....
17. Three examples of the heroic epic, which dealt with knightly exploits and chivalric deeds, are the (1), (2), and (3)
18. Three types of plays were the (1), (2), and (3)
19. Written productions tended to (exalt, debase) the vernacular.
20. was a famous French chronicler.
21. Dante, who lived from..... to....., was the writer who standardized the..... language.
22. Dante was the author of the....., of beautiful sonnets, and of picturesque tales.
23. The first great writer in the English vernacular was....., who lived from..... to.....
24. Vernaculars developed into national languages in the period from..... to.....
25. Books were (scarce, numerous) and (cheap, expensive).

B. *Education*, pp. 616-622

1. In the Middle Age attendance at school was a (right, privilege).
2. Schools were established primarily to train young men to be.....
3. (1), (2), and (3)comprised the *Trivium*, and
(1), (2), (3), and (4)
comprised the *Quadrivium*.
4. Girls were (never, sometimes, usually) admitted to the elementary schools.
5. Poor boys had (no, a good) chance to secure an education.
6. Educational courses contained (no, some, much) more than was necessary for the training of priests.
7. Our universities began in the (Classical period, Middle Age, Modern period).
8., who lived from 1079 to 1142, was the founder of a school at Paris.
9. The University of.....was famous in medicine, the University of.....for
Roman law, but the greatest university was the one at.....
10. The students managed the university at....., while the professors controlled the Uni-
versity of.....
11. The presiding officer of an undergraduate school was called the....., and each "nation"
was headed by a.....
12. The four graduate schools were (1), (2), (3), and
(4)
13. It is said that as many as.....students were in attendance at Paris.
14. Students were exempted from state control, from paying....., and from serving in the.....
15. Students learned from (experiments, textbooks, lectures).
16. The students had (many, few, no) amusements.

C. *Theology, Philosophy, and Law*, pp. 622-629

1. Abelard's *Sic et Non* consisted of contradictory statements made by.....
2. Peter Lombard's famous book was entitled.....
3. The seven sacraments were (1), (2), (3),
(4), (5), (6),
and (7)
4. The (Realists, Nominalists) took a spiritual view of the world.
5. Averroës believed that philosophy and religion should be (separated, united).
6. The pope thought that Aristotle's teachings (supported, contradicted) Christianity.
7. The greatest intellectual achievement of the Middle Age was Thomas Aquinas'.....
.....
8. Scholasticism was a system of argument designed to support and strengthen.....
9. The two kinds of law were.....and.....
10. Canon law was codified by.....in the twelfth century.
11. Barbaric legal practices, such as the wager of battle and the....., led to the revival of.....
.....law.

12. Kings favored (Roman, canon) law because it tended to strengthen their powers.

13. Common law consisted of.....

D. Science, pp. 629-634

1. Medieval scholars were (practical, speculative).

2. They believed in learning from.....rather than from observation and experiment.

3. Magic tends to degrade religion, and superstition degrades.....

4. One instance of superstition was the belief that.....
.....

5. Astrology dealt with the supposed influence of the.....upon one's career.

6. Alchemists undertook to transmute base metals into.....

7. Adelard believed in the.....method.

8.prophesied the invention of flying machines, automobiles, and suspension bridges.

9. Our system of numbering was derived from the.....

10. Science and invention were (more, less) advanced in the Middle Age than in antiquity.

E. Art, pp. 635-641

1. A bishop's church was called a.....

2. Churches were built by (taxes, contributions, tribute).

3. Romanesque buildings were (tall, slender, massive).

4. The floor plan of a medieval church was shaped like a.....

5. Flying buttresses were used to support the roof and thus leave room in the walls for.....

6. The interior of the church was (crudely, artistically) and (plainly, richly) decorated.

7. The greatest painter of the Middle Age was.....

8. Our system of musical notation was started by.....

9. The Middle Age contributed (little, much) to our present civilization.

III. Projects

A. Superstition Today

Object: To learn if superstition is prevalent today.

Procedure: Ask several people if they really *believe* that it is unlucky for three smokers to use the same match. Suggest other popular superstitions. See if you can find *one* person who thinks he has *no* superstitions.

B. Arabic Numbers

Object: To appreciate the advantages of Arabic numbers.

Procedure: Multiply LXXXVIII by XXVII. If you cannot succeed, transpose the numbers into Arabic figures and then try the problem.

C. Origin of English Words

Object: To learn the extent of the influence which Latin has had upon English.

Procedure: Using a large dictionary, count the number of words on one page. Insert numbers in the blanks. Number on the page, Number derived from the Latin, Number derived from Anglo-Saxon, Percentage of Latin words,

PART VII—THE TRANSITION FROM MEDIEVAL TO MODERN CIVILIZATION

UNIT XIX—HOW THE CRUSADES AFFECTED THE MIDDLE AGE

I. General Survey, *Text*, Chapter XIX.

A. List three objectives of the crusaders.

1.
2.
3.

B. List three barbaric tribes which are discussed in the chapter.

1., 2., 3.

C. State the result of the Spanish crusade.

.....

D. The authors of the text consider the crusades of (slight, moderate, great) importance.

II. Outline Exercises

A. *Map of Christendom and Islam*, p. 644

1. Russia and the Byzantine Empire adhered to the..... faith.
2. Syria, Egypt, and most of Asia Minor were partly..... Christian and partly.....
3. Southern Spain was partly..... and partly.....
4. Catholic Christendom embraced most of.....

B. *Islam and the Seljuk Turks*, pp. 645-649

1. The last Caliph of Cordova was deposed in the year....., and the Sultan of..... gradually gained preëminence among quarrelsome chieftains.
2. The Fatimite Caliphs at..... maintained control of Egypt.
3. The Abbasid Caliphs at..... retained their religious influence but lost their..... power.
4. The Seljuk Turks, a band of..... nomads, invaded the Moslem world in the..... century.
5. The Turks accepted the..... religion and conquered (1), (2), and (3)
6. In 1071 they defeated the Byzantine Emperor at the battle of.....
7. The Turks speedily adopted the civilization of the conquered peoples, but were unable to construct unified.....
8. In the face of Turkish attacks the Emperor..... appealed to Pope..... for help.
9. The (Arab, Turkish) Moslems tolerated Christianity, but the..... had no sympathy for pilgrims and traders.

C. *Christian Occupation of the Holy Land*, pp. 649-654

1. Pope Urban II preached a sermon at..... in the year....., pleading for a crusade against the.....
2. The response was (slight, considerable, overwhelming), probably about..... thousand.

3. About ten thousand under.....and.....
.....were cut to pieces in Asia Minor.
4. The main body, made up of.....and....., set out from Constantinople in the
spring of.....and captured.....and.....
5. They captured.....in 1099 and killed many.....
6. The First Crusade resulted in the restoration of.....to the Byzantine Empire and
the freeing of the.....from Moslem rule.
7. The crusaders established the Latin Kingdom of Jerusalem with.....
as king.
8. The Christians occupied.....and.....for about.....years
9. Trade flourished and so did quarrels. Edessa was lost to the Moslems in the year.....
10. The Second Crusade, in the year....., was a (success, failure).
11. Saladin annexed Egypt in the year.....and captured.....in 1187.
12. (1), (2), and (3)
.....were prominent leaders in the Third Crusade.
13. By the treaty of 1192 Saladin ceded a strip of Palestine and granted the right of.....
.....
14. The Christian occupation of the Holy Land came to an end in the year.....

D. Revolutions in the Byzantine Empire, pp. 654-660

1. The first three crusades were inspired primarily by....., but the Fourth Crusade was a war between.....and.....Christians and was largely (industrial, commercial, paternalistic) in its nature.
2. The crusaders agreed to pay the city-state of.....to transport them.
3. Instead of sailing to Palestine, the crusaders went to.....to assist a claimant to gain the throne. They also hoped to induce the Greeks to accept.....Christianity.
4. The Venetians and crusaders captured Constantinople twice and placed.....
.....on the throne of the Byzantine emperors.
5. The Latin Empire lasted for.....years, but in the year.....the empire was regained by the Greeks.
6. The wars between Orthodox and Catholic Christians made effective resistance against the.....
.....impossible.
7. The real gainers from the so-called Fourth Crusade were.....and....., whose trade grew enormously.

E. Map of the Mongol Empire, p. 662

1. The area which the Mongols won from Christendom was (Catholic, Orthodox).
2. The Mongols (did, did not) conquer the Byzantine Empire.
3. Locate the Khanate of the Golden Horde, Domain of Tamerlane, and the Empire of the Great Khan
4. The Mongols extended their empire (south, north) and (east, west).
5. Turn to Map VIII of this *Workbook* and complete the exercises based upon this map.

F. *The Mongols*, pp. 660-664

1. The Mongols came from east-central.....
2.became khan in 1206 and conquered parts of China and Persia.
3. He had (no, little, great) respect for learning.
4. The Mongols overran China, Korea, Burma, Mesopotamia, Armenia, and part of....., but they were checked near.....by the Mamluks of Egypt.
5. Temporarily they pushed their conquests westward to the.....River.
6. The Mongol invasion temporarily stopped the struggle between.....and.....
7. The Mongols adopted the religion of the conquered peoples, becoming.....in China.
8. Kublai Khan and his dynasty ruled China from 1259 to.....
9. In western Asia the Mongols became....., and in Russia they became..... Christians.
10. Tamerlane invaded India in the year....., and his successors founded the..... Empire in India.
11. The Mongol invasion practically destroyed the political power of.....

G. *The Ottoman Turks and Their Empire*, pp. 664-672

1. The leader of the Ottoman Turks was.....
2. By the middle of the.....century the Ottomans had conquered Asia Minor and established their capital at.....
3. The Byzantine Empire was crumbling. Crete and much of the Ægean region was controlled by the, Asia Minor by the Turks, and the Balkan Peninsula by the..... and.....
4. The Turks invaded southeastern Europe and in 1357 established their capital at.....
5. They fought Venetians, Yugoslavs, Bulgarians, and the.....Empire.
6. All Christendom was alarmed, and even the Venetians became.....
7. At the Council of.....the Byzantine Emperor recognized the supremacy of the.....
8. The crusading army was defeated at.....in 1444.
9. In the year.....Mohammed II with an army of.....men captured Constantinople.
10. The Christians viewed the fall of Constantinople as a (slight loss, calamity).
11. The Ottomans conquered southeastern Europe, the region at the mouth of the Danube, the land north of the Black Sea, and continued to increase their domains until the year.....
12. They conquered Mesopotamia, Syria, Palestine, Egypt, and northern.....
13. In addition to being Sultans, the rulers were also.....
14. Suleiman, who ruled from.....to....., captured.....in 1521, defeated the Hungarians at....., and besieged.....in 1529.
15. The.....became an Ottoman lake, and Venice and Genoa were driven from the..... Islands.

16. The Ottoman Empire was a (national state, collection of diverse peoples).
17. Laws, treaties, war, and peace were made by the.....
18. Churches were transformed into.....
19. The Janissaries consisted of.....
20. The Sultans were (tolerant, intolerant) toward religions other than Islam.
21. The Sultan granted special rights to Frenchmen in the year.....

H. *Christian Conquest of Spain and Repulse of the Turks*, pp. 672-676

1. The crusades against the Moslems of Spain covered a period of..... years.
2. By 1250 the Moslems had been driven from the Spanish Peninsula except..... and a narrow strip along the coast.
3. The marriage of..... and in 1469 led to the union of Castile and Aragon and the final conquest of Granada in the year.....
4. The Atlantic coast of Morocco was captured by the.....; and the Mediterranean coast, by the.....
5. Converted Moslems in Spain were called.....
6. Bigotry and intolerance led to the expulsion of the..... in 1492 and of the..... in 1610.
7. The naval victory at..... in the year..... saved the western Mediterranean from the Turks.
8. For the second time, Vienna was besieged in the year....., but it was saved by the gallant defense of....., King of Poland.
9. The last crusade closed with the Treaties of..... by which the Sultan surrendered Hungary, Transylvania, and the ports on the eastern coast of the Adriatic.

I. *Significance of the Crusades*, pp. 676-679

1. The crusades were (tragic failures, moderate successes, triumphs).
2. Underscore the following statements which the authors of your text believe.
 - (1) If there had been no crusades the Moslems would have conquered western Europe.
 - (2) The crusaders endangered eastern Europe by arousing the Moslems to wage a "Holy War."
 - (3) Moslem civilization was creative and original.
 - (4) Christian peoples have been more progressive than Moslems.
 - (5) Christianity enriched Greek and Roman civilization; whereas Islam dissipated it.
3. The crusades strengthened the....., promoted..... and..... increased....., enriched....., and aided.....

Projects

A. *Reasons for the Crusades*

Object: To learn why many nobles felt that it was their Christian duty to join a crusade.

Procedure: Write a crusading speech such as Peter the Hermit might have delivered. Read page 649 of your text very carefully and use what ideas are given there.

B. The Byzantine Empire

Object: To review the outstanding events in the history of the Byzantine Empire.

Procedure: Make a chronology [a list of events with dates] of its history. Use the index to locate the pages. Twenty events will make a satisfactory chart.

C. Nomads and Invaders

Object: To gather the outstanding facts about the nomads who have played a part in history.

Procedure: Make a table after the following manner and include at least ten peoples.

PEOPLE	LOCATION	REGION INVADED	DATE
Achæans	Balkan Peninsula	Southern Greece	1100 B.C.

D. Asia

Object: To learn the physical and to trace the political geography of Asia.

Procedure: Study the maps on pages 97, 380, and 662 of your textbook and complete the outline map on the following page.

1. Mark and name six mountain chains.
2. Encircle the principal deserts and the fertile regions.
3. Encircle the area of the Tang dynasty and the empires of Asoka and Gupta.
4. Mark Peking, Nanking, Samarkand, and Delhi.
5. Mark India, China, Korea, Annam, Parthia, Ferghana, and the Steppe Region.
6. Place the names of the Hwang-ho, Ganges, Yangtse-kiang, Indus, Oxus, and Tarim Rivers.
7. Mark the silk route and the Great Wall.
8. Using new colors, encircle the Mongol Empire and mark the Khanate of the Golden Horde, the Domain of Tamerlane, the Empire of the Great Khan, and Turkestan.

UNIT XX—HOW AUTOCRACY WAS REVIVED

I. General Survey, Text, Chapter XX.

A. Give three reasons why you think autocracy was superior to feudalism.

1.
2.
3.

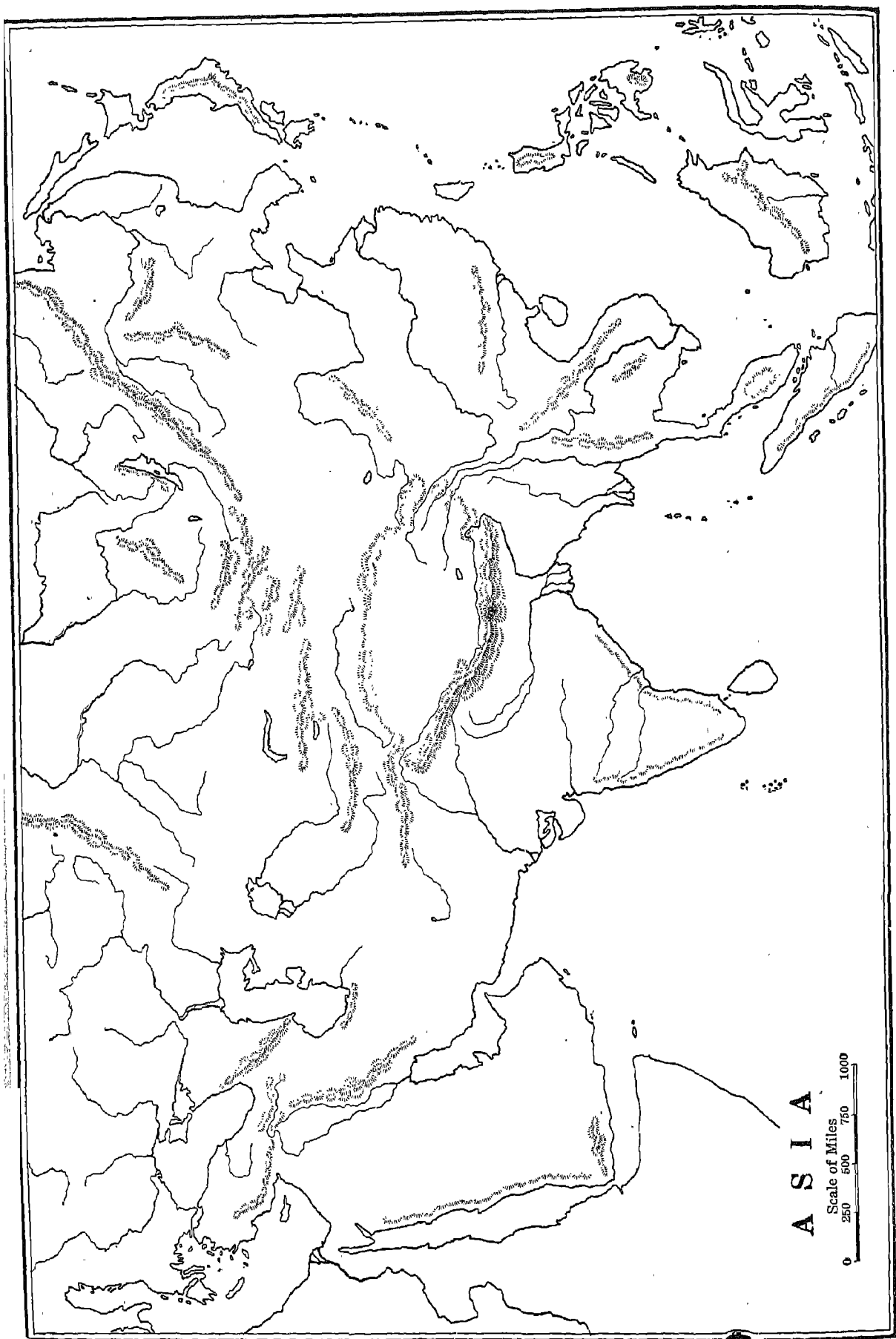
B. Remembering that England was contending for the *feudal* rights of its king and France for the *national* rights of its king, give two reasons for sympathizing with France in the Hundred Years' War.

1.
2.

II. Outline Exercises

A. *General Factors*, pp. 682-686

1. The trend of government from the fourteenth to the seventeenth century was toward (oligarchy democracy, aristocracy).
2. Eastern rulers were (autocratic, republican, democratic).
3. The merchants and middle classes favored kings, because.....



MAP VIII

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4. Many nobles were killed on the, some emigrated, and others engaged in
and Kings were thus able to establish autocracy.
 5. The church supported kings in order to stop
 6. The special friends of the kings, however, were the (nobles, middle classes, peasants, bishops).
 7. Patriotism tended to strengthen the power of the (kings, nobles, bishops, peasants).
 8. According to the medieval theory kings were bound by a with their subjects.
 9. According to Roman law the kings had power to and laws.
 10. Machiavelli argued that kings were not bound by or moral principles.
 11. Gunpowder and firearms enabled the kings to subdue rebellious, quell uprisings, and wage wars of conquest.
- B. The Weakening of the Church, pp. 686-694*
1. The crusades (weakened, strengthened) the prestige of the papacy.
 2. The popes themselves were partly to blame, because they preached crusades against and other Christian rulers.
 3. The popes raised money by granting and by imposing
 4. They charged high fees and appropriated the proceeds of bishoprics for [a period of time].
 5. The papal dues were (fair, moderate, burdensome).
 6. The practice of appointing relatives to office is called
 7. Dante believed that the church should be a purely,, and
. organization and not a temporal power.
 8. From 1309 to 1377 the popes lived at in France.
 9. This exile (weakened, strengthened) the papacy.
 10. In England the law of 1351 prevented from holding church offices, that of 1353 forbade appeals from the king's courts to the pope, and the law of 1392 forbade the publication of without the king's consent.
 11. A temporary republic at Rome was established by
 12. The pope returned to in 1377.
 13. During the Great Schism Clement VII lived at and at Rome.
 14. The Great Schism lasted from 1378 to, during which time there were popes, and sometimes
 15. According to the conciliar theory a was superior to the pope.
 16. Concordats weakened the (kings, nobles, popes).
- C. The Hundred Years' War, pp. 694-702*
1. The French king was not absolute in his realm, for the dukes of (1), (2)
., (3) and (4) of and were rebellious and powerful.
 2. The duke of Gascony and Guienne was the
 3. In the year Philip VI of France decided to seize Gascony and Guienne.
 4. The Hundred Years' War was thus a struggle for the unification of

5. Edward III and his knightly son, called the....., won the battle of.....
in 1346 and captured.....in 1347.
6. In 1348 the.....swept over Europe, killing a third of the people in (1).....,
(2), and (3)
7. War was renewed, and the Black Prince won a triumph at.....and gained the region
south of the.....River and Calais by the treaty of.....in the year.....
8. The (French, English) won advantages in the fighting between 1369 and 1395.
9. In 1415.....renewed the war and, with the help of the Duke of.....,
won the battle of.....
10. The treaty of.....was entirely favorable to Henry.
11. When Henry VI was proclaimed king of France, the French people.....and chose
.....as king.
12. From defeat and disaster the French were saved by....., who rescued the city of
.....and witnessed the crowning of Charles at.....
13. The French were inspired, and in 1435 the English lost their allies, the.....
14. The war ended in....., the English retaining only the port of.....
15. The war promoted.....in both countries and increased the power of
the.....

D. Rise of Autocracy in England and France, pp. 702-706.

1. The Wars of the Roses were contests between the Houses of.....and.....
2. Edward IV, of the House of....., became king in 1461.
3. He won the battle of.....in 1471 and ruled until his death in.....
4.usurped the throne but was defeated and slain in the battle of.....
.....in 1485.
5.thereupon assumed the crown and married the Yorkist princess.
6. The Wars of the Roses contributed to the growth of autocracy by killing many....., by
increasing the desire of the.....for strong government, and by bringing the
.....to the throne of England.
7. Henry VII, who ruled from.....to....., controlled the nobles, created the Court of.....
....., and raised money without calling on Parliament.
8. In France Charles VII, who ruled from.....to.....levied taxes without consulting the
.....and created a standing.....
9. Louis XI is notorious for his lack of scruples, but he increased the power of the French kings by
annexing.....

E. Maps of the Unification of Spain and France, p. 707

1. Note the large additions in France between 1461 and 1498.

2. Note the location of Calais, Rheims [Reims], Agincourt, Crécy, Orleans, Poitiers, and Avignon.
3. On the map of Spain, compare the size of Isabella's and Ferdinand's possessions.
4. Granada was conquered in the year
5. Turn to Map IX in this *Workbook* and complete the exercises which are based upon these maps.

F. Rise of Autocracy Elsewhere in Europe, pp. 706-712

1. Autocracy supplanted feudalism in Spain during the reign of and
2. The Inquisition became an agency of the king and queen rather than of the
3. The Spanish rulers favored the (nobles, clergy, middle class).
4. Sweden secured its independence from under the leadership of
5. Kings who desired to establish autocracy favored the of people and curbed the and
6. The Emperor was no autocrat over the Empire, but he was in, his hereditary state.
7. In Scotland the prevented the king from becoming an autocrat.
8. In Poland the kingship was not hereditary but, and each noble had the right of any act of king or parliament.
9. Wars in the Middle Age resulted in a (frightful, slight) loss of life.
10. Wars in the period of autocracy resulted in (enormous, great, slight) loss of life.
11. Most wars in the period of autocracy were waged by kings in order to extend their
12. Maximilian was Emperor and Archduke of and by marriage he secured
.
13. Maximilian's son,, married Joanna, daughter of and
.
14. Charles V controlled (1), (2), (3),
(4), (5), and (6)
15. His brother,, inherited Austria, annexed Bohemia and Hungary, and became Emperor.
16. Charles VIII and Francis I, kings of France, opposed the and waged wars against them.
17. The peace of in 1559 was only a truce in a struggle that lasted for centuries.

G. Map of Europe in 1500, p. 712

1. Note the countries which had approximately their present boundaries.
2. The nation which was most unlike its present form was
3. The Balkan states had not come into existence, the area being occupied by the
.
4. Turn to Map IX of this *Workbook* and complete the exercises based upon this map.

II. Projects

A. Good Government

Object: To understand why the middle class supported kings.

Procedure: Picture a feudal state with warring nobles, numerous robbers, and poorly developed in-

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dustries. Suppose you were a master worker in the woolen industry and had to buy wool from abroad and had to ship your cloth to many markets. Explain why you would favor even autocracy in order to secure safety for commerce.

B. *The Maid of Orleans*

Object: To try to understand the "voices" which spoke to Joan of Arc.

Procedure: Study the picture on page 699 and write your idea of her visions and what you think the voices said.

C. *Gunpowder and Democracy*

Object: To see how gunpowder weakens feudalism.

Procedure: Explain how the use of gunpowder and firearms enabled an armed peasant to overcome an armored noble.

D. *Europe in 1500*

Object: To learn the geography of Europe in the age of autocracy.

Procedure: Study the maps on pages 707 and 712 and complete the outline map on the next page.

1. In France locate, without marking boundaries, Flanders, Normandy, Burgundy, Brittany, Poitou, Guienne, Gascony, and Provence.
2. Encircle the regions annexed by Louis XI and Charles VIII.
3. In Spain locate Castile and Leon, Aragon, Navarre, and Granada, and draw the boundaries.
4. Draw the boundaries of the principal countries.
5. Mark the divisions of Italy.
6. Locate the capital city of each state.
7. Color the Ottoman and Holy Roman Empires.

UNIT XXI—HOW EUROPE EXPANDED OVERSEAS

I. General Survey, *Text*, Chapter XXI.

A. From memory list three benefits and two evils which resulted from overseas expansion.

1.
2.
3.
4.
5.

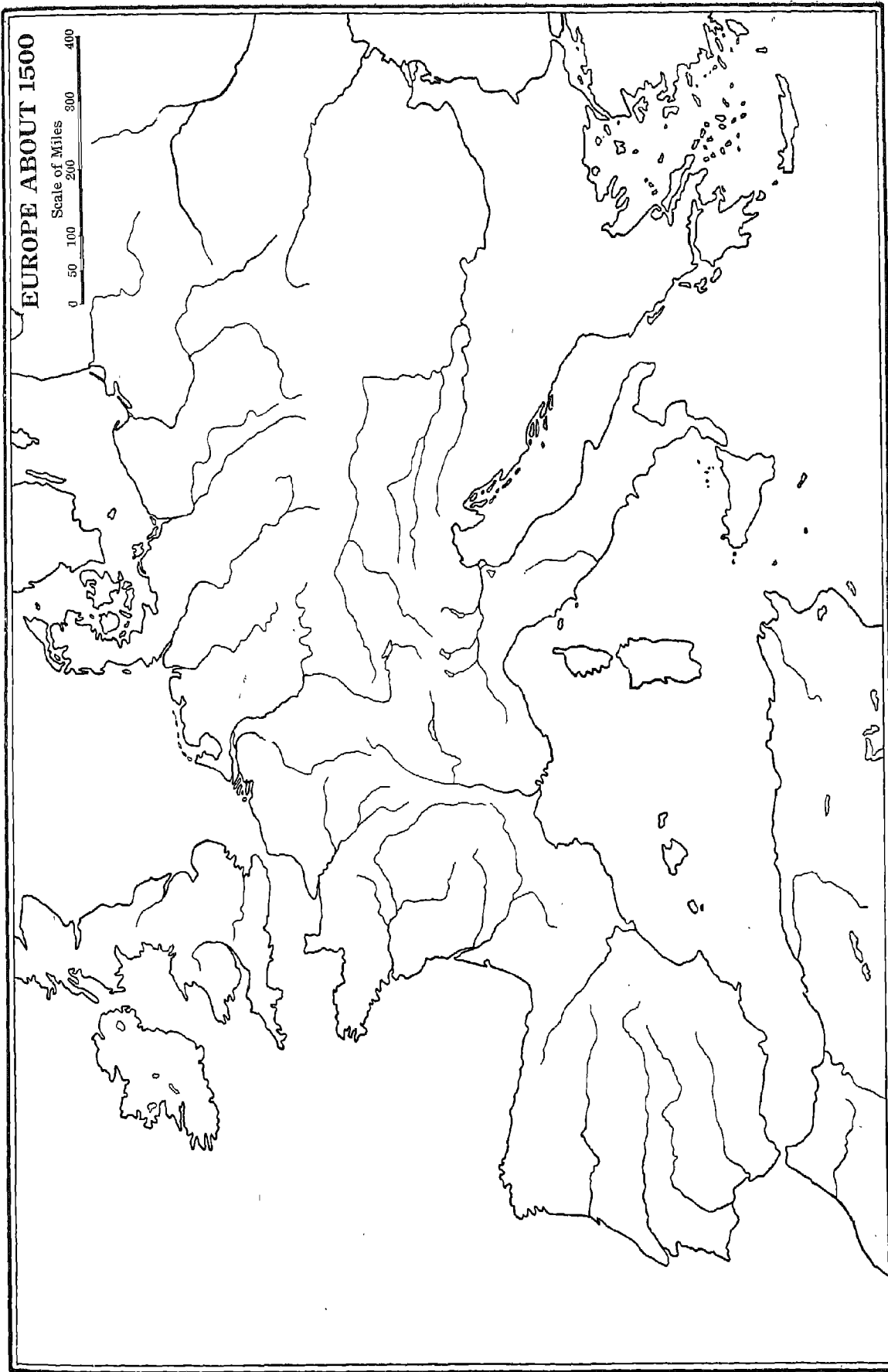
B. Number the following in the order of their degree of Europeanization, the most completely Europeanized region being number 1, the next 2, etc., Africa, America, Asia.

C. Overseas expansion strengthened (the church, national states, city-states, democracy).

II. Outline Exercises

A. *Why Europe Discovered the World*, pp. 715-719

1. Ancient civilizations knew (little, much, nothing) about one another.
2. The Near East and the West were (closely, loosely) connected.
3. The world has been (Americanized, Asiaticized, Europeanized).
4. Europe was not entirely self-sufficient, that is,



EUROPE ABOUT 1500

Scale of Miles
0 50 100 200 300 400

MAP IX

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5. During the.....trade between Europe and Asia was slight.
6. During the.....the demand for Asiatic goods became much greater.
7. The cities of.....were the trade centers during the crusades.
8. The demand for Asiatic goods increased, the Turks interfered with the caravans, and Europeans began to think of how they might.....
9. Christianity is (an aggressive, a resigned, a complacent) religion.
10. Christianity secured its converts mostly by peaceful persuasion; whereas Islam achieved its successes mostly by.....
11. Missionaries and.....frequently traveled together.
12. Christians learned much geography from the.....

B. Map of Voyages and Discovery, p. 722

1. Follow the exercises given under the map.
2. Turn to Map X in this *Workbook* and complete the exercises based on this map.

C. Europe in Contact with the Far East, pp. 719-726

1. In 1245 the pope sent.....to try to convert the.....
.....and his.....
2.also visited the Great Khan and wrote an account of his travels.
3. About 1260 the.....brothers visited....., who was the enlightened Mongol emperor of China.
4. The brothers returned and took their nephew,, on a second visit, lasting.....
.....years.
5. Marco Polo wrote his famous and widely read book while he.....
6.became archbishop of Peking, and merchants and missionaries reached China in considerable numbers.
7. A weakened papacy, the conversion of the Mongols to Islam, and the overthrow of the.....
.....dynasty in the year.....prevented the Christianizing of China, since the succeeding
.....dynasty was headed by a Buddhist priest.
8. China was called.....
9. Prince Henry of....., who lived from 1394 to 1460, dreamed of reaching Asia by sailing around.....
10. Prince Henry's sailors discovered the.....and.....Islands.
11. In.....Diaz discovered the Cape of Good Hope, and nine years later, in....., Vasco da Gama reached.....in India.
12. Merchants and missionaries went to India, and a celebrated missionary,, reached Japan, where he was highly successful.
13. The Portuguese trading empire included the islands of (1), (2), (3), and (4) the.....

D. Europe in Contact with America, pp. 726-730

1. The discovery of Vinland led to (no, some) important results
2. Columbus planned to reach (America, the Indies).
3. With the assistance of..... Columbus secured..... ships and.....
..... men and set sail in August,
4. Columbus discovered one of the..... Islands and then..... and.....
5. Altogether Columbus made..... voyages to America.
6. Thinking he had discovered the Indies, Columbus called the inhabitants.....
7. In 1497..... explored a part of the coast of North America.
8. Cabral discovered the coast of South America in the year..... and named it.....
9. America was named after.....
10. discovered the Pacific Ocean.
11. Magellan started on his voyage in....., and one of his ships made the first trip around the world.
12. Francis I sent two explorers, and..... to America.
13. The English were more interested in trying to find the.....

E. Effects of European Expansion on Other Parts of the World, pp. 731-745

1. Europeans did not occupy eastern Asia, because.....
2. The warring factions of India consisted of..... and.....
3. was the great Portuguese port on the Malabar coast.
4. The Portuguese introduced European government and goods and zealously promoted.....
5. The custom which required a widow to commit suicide upon the death of her husband was called.....
6. The Portuguese activity in India lasted for about..... and gave way before the.....
..... Empire.
7. In 1525..... invaded India.
8. Under..... the Moslems conquered central India.
9. The most beautiful monument in India is the..... at.....
10. Under..... the Moslems completed the conquest of India.
11. The absorption of Portugal by Spain led to (fortunate, unfortunate) results for Portuguese commerce.
12. The Dutch East India Company was organized in..... and the English company in.....
13. The Dutch captured Portuguese posts in..... and....., and the English established
their Indian capital at.....
14. motives led to the occupation of India.
15. China was (less, more) unified than India and so was affected by Europeanization to a (lesser, greater)
degree.

16. European trade in China centered at.....
17. In 1582 a missionary,, landed at Canton and became a writer in the.....language
18. The.....dynasty replaced the Ming dynasty in 1644.
19. For a time Christian missionaries were very successful in China but they were banished in the year
20. The Japanese emperor was called the.....and the mayor of the palace, a.....
21.and.....were the two religions of Japan.
22. Xavier was highly successful, about.....Japanese being Christians by 1600.
23. Feudal quarrels and trade rivalry between the.....and the.....caused Christians to become unpopular. After the decree of the year.....thousands were slaughtered.
24. Japan closed the doors to foreigners, and they remained closed from.....to.....
25. This enabled the Japanese (to make great progress in science, to work out their own civilization).
26. Dutch trading was centered at.....on the island of.....
27. Spain annexed the Philippines in 1542, and the city of.....was founded in 1571.
28. Siberia was colonized by.....
29. The Europeanization of Asia was almost entirely.....and.....; whereas the Europeanization of America was also.....and.....
30. The.....of Mexico were conquered by.....
31. Peru was conquered by....., who captured the Inca city of.....
32. The Spaniards and Portuguese promoted mining, commerce, agriculture, education, and the conversion of the.....
33. The Indians were treated with great cruelty, many of them being virtual.....
34. Five countries, (1), (2), (3), (4), and (5), took part in colonizing America.
35. Africa was called the Dark Continent because it was (barbarous, unexplored, uninhabitable).
36. Slave traders employed Negroes to capture other Negroes who were then sold in.....

F. Map of Colonial Empires about 1700, p. 748

1. Explain why one cannot judge the size of regions on this map. *Suggestion:* Look up "Mercator's Projection" in a large dictionary.
2. The East Indies were controlled by the....., Peru by the....., Brazil by the....., the Great Lakes Region by the....., and Siberia by the.....
3. Turn to Map X of the *Workbook* and complete the exercises based upon this map.

G. Effects upon Europe, pp. 745-749

1. Explorations and discoveries stimulated.....and.....in Europe, and extended.....
2. Overseas expansion caused emigration, promoted..... andincreased.....and....., and caused the rise of the.....and.....

3. It was not the naval city-state like Genoa and Venice that colonized America, but the rising.
 of the Atlantic seaboard.
4. Pope. divided the world into two hemispheres, giving the western half to
 and the eastern half to.
5. Other nations (ignored, respected) the papal decree.
6. The Dutch, who gained their independence in., captured most of the.
 trading posts.
7. Wars were caused by attempts to control commerce and.

III. Projects

A. *Our Dependence upon Overseas Countries*

Object: To appreciate the nature and extent of our imports.

Procedure: List twenty products which are not produced to any appreciable extent in the United States but are imported. Start with 1. bananas, 2. manganese, 3., 4., 5., 6., 7., 8., 9., 10., 11., 12., 13., 14., 15., 16., 17., 18., 19., and 20.
 . . .

B. *Japan's Isolation*

Object: To learn the effects of isolation.

Procedure: Make a list of the advantages of isolation, and a corresponding list of the disadvantages.

C. *Indians and Hindus*

Object: To contrast the effects of European expansion upon Hindus and Indians.

Procedure: State the principal effects upon each people and show wherein both the expansion and the effects differed.

UNIT XXII—HOW THE REVIVAL OF LEARNING WAS ACCOMPLISHED

I. General Survey, *Text*, Chapter XXII.

A. The classical revival had a rather definite and restricted influence. Using the three words "greatly," "some," and "little" indicate the extent to which it directly affected:

discovery.; painting.; architecture.; Christianity.
; history.; science.; astronomy.; sculpture.

II. Outline Exercises

A. *Rediscovery of Classical Civilization*, pp. 752-754

1. Latin was used in the services of the. church and Greek in the.
 church.
2. The Latin writers, (1), (2), and (3) and the philosopher,
, were popular throughout the Middle Age.
3. Europeans of the Middle Age were (conscious, unaware) of their debt to classical civilization.

4. Christians of the Middle Age read classical writings for practical or.....purposes.
5. In the Era of Transition classical writings were read because they were.....and
.....
6. The Renaissance or Classical Revival was the appreciation or veneration for all forms of.....
.....

B. The Study of the Classics, pp. 754-760

1. Petrarch, who lived from.....to....., admired ancient Latin writings because they (taught great moral lessons, were beautiful and interesting).
2. Petrarch became popular and influential. He was given funds by the.....and was honored by kings and cities.
3. Another great.....scholar and writer was.....
4.opened a school at Florence, where he taught Greek and gave lectures on
.....
5. Old manuscripts were rediscovered, and the new learning surpassed scholastic.....and
.....in popularity.
6. The church at first opposed the classical revival, then it tolerated it, and finally.....
and.....it.
7. Nicholas V and.....are conspicuous examples of classical scholars and patrons.
8. By the middle of the.....century the classical revival reached its height in Italy.
9. The new learning received support and encouragement in France from.....and in England from universities and scholars.
10. More's *Utopia* was based upon.....
11. Erasmus, who lived from.....to....., was a (merchant, noble, priest) who wrote scholarly and witty books.
12.and.....were added to the school curricula.
13. Humanism is concerned with the study of (science, God, man).
14. The classical revival tended to (increase, decrease) respect for the Middle Age.
15. Kings derived their theory of autocracy from.....
16. The new learning led in some instances to extreme Humanism which belittled.....
and....., two virtues preached by the church.
17. The revival of classical Latin caused scholars to become scornful of current Latin; therefore, many writers began to use the.....languages.
18. The classical revival promoted the writing of.....history and the copying of classical art.

C. Art and the Classical Revival, pp. 760-772

1. The permanent effects of the classical revival were in (1) literature, (2)
(3)and (4)
2. Most writers of the sixteenth century spent their time in imitating.....authors.
3. In a sense the vernacular writers revived the literature of the.....

4. Machiavelli's *Prince*, Ariosto's *Orlando Furioso*, and Tasso's.....
were written in the.....language, and Luther's translation of the Bible was written in.....
.....
5. Cervantes wrote.....and Lope de Vega wrote many.....
6. The great Portuguese epic is Camoëns'.....
7. Rabelais' famous work is.....
8. The classical revival had (little, great) effect upon English literature.
9. St. Peter's basilica is an example of (Gothic, Romanesque, Renaissance) architecture.
10. The.....is an example of classical architecture in France.
11. St. Paul's Cathedral was designed by.....in the
.....century.
12. (1), (2), (3), and (4)
.....were four great Italian sculptors who were greatly influenced by classical models.
13. Painting was improved by the use of.....and....
14. Painting was (more, less) influenced by classical models than the other arts.
15. The two best known paintings of the versatile and talented Leonardo da Vinci are the.....
.....and.....
16. Michelangelo's most famous painting is the.....
17. The greatest of the painters was.....
18. Titian lived in....., where he acquired great distinction in the use of.....
.....
19.and.....were the great Dutch painters and.....and
.....were Spanish painters.
20. Dürer won his reputation as an.....and woodcarver.
21. The rebeck was the forerunner of the.....and the harpsichord of the.....
22.was the father of modern music.

D. *Science and the Classical Revival*, pp. 772-777

1. The humanists were interested in the Age of Pericles and the Augustan Age but not in the.....
.....Age, for it was not purely classical.
2. The science of the Middle Age consisted of the heritage from Greece and Rome and the teachings of
the.....; hence the science of the Middle Age was superior to that of antiquity.
3. The humanists (scorned, respected) science and the contributions of the Middle Age.
4. Francis Bacon stressed.....rather than the accepting of statements on authority.
5. Descartes was interested in (1) philosophy, (2), (3), and
(4)
6. Classicism (aided, hindered, did not affect) the development of science.

7. Some kings of the Era of Transition believed in astrology and consulted..... At the same time, they were exponents of the new learning.
8. According to the Ptolemaic system the.....is the center of the universe.
9. According to the Copernican system the.....is the center of the universe.
10.discovered that the planets revolve about the sun in elliptical paths.
11. Galileo popularized the.....theory.

E. *The Invention of Printing*, pp. 777-781

1. Printing was (borrowed from China, invented in Europe).
2.was the Egyptian paper and.....was the standard material for documents of the Middle Age.
3. Paper in China was made from....., at Damascus it was made from....., and in Europe it was made from.....and.....
4. Movable type enabled the printer to use the characters in infinite combinations. It may have been designed by.....of Haarlem.
5. The first printing was done by.....at.....about the year.....
6. The Aldine press was located at....., and it was there that the.....type was designed.
7. Printing increased the number of books and indirectly increased the.....by making possible great reductions in prices.
8. Printing also insured greater.....

F. Projects

A. *Printing*

Object: To trace a book through the process of printing.

Procedure: By visiting a printing establishment, by inquiry, or by consulting the encyclopedia learn, list, and explain the various steps through which a manuscript goes until it becomes a book.

B. *Debate*

Resolved, That the invention of printing is the greatest single achievement of man.

C. *Shakespeare and the Classical Revival*

Object: To learn the extent of the effect of the new learning upon Shakespeare.

Procedure: From a list of his plays, copy those which are based upon Roman or Greek themes. What percentage of all his works do they constitute?

UNIT XXIII — HOW THE BREAK IN THE CHURCH OCCURRED

General Survey, *Text*, Chapter XXIII.

A. List three reasons for the break in the church.

1.
2.
3.

B. List and identify five outstanding characters connected with the break in the church.

1. Henry VIII, king of England, who established the Anglican church.

2.

3.
4.
5.
6.

I. Outline Exercises

A. *Opposition to the Catholic Church*, pp. 783-788

1. The famous heresy of the fourth century was.
2. In 1054 the serious break between the and churches occurred.
3. In the sixteenth century certain churches were formed.
4. Emperor and kings frequently opposed the pope because of his powers.
5. Others opposed the church because of some of its.
6. heresy in southern France was suppressed in the thirteenth century.
7. Wycliffe, who lived from to, declared that the pope was an
and that Christians should be guided by the rather than by the church or pope.
8. He (supported, opposed) the political power of the pope.
9. The followers of Wycliffe were called and the followers of Huss were called.
.....
10. Huss was burned at the stake in the year, but his teachings prevailed for many years.
11. The most common kind of opposition to the church arose from the of the clergy.
12. The popes of the second half of the century were notorious for the neglect of their office.
13. and were frequent abuses.
14. Two popes who neglected their office to engage in unseemly conduct were
and
15. In fact, great numbers of the clergy forgot their vow of.
16. Thomas à Kempis' famous book of devotion is named.
17. Opposition to the church was political, economic, patriotic, and religious. Kings were especially
opposed to it on grounds.

B. *Rise of Protestant Churches*, pp. 788-798

1. Martin Luther was born in in the year and died in [a date].
2. He became a monk and a professor of theology at the University of.
3. He stressed rather than deeds.
4. In 1517 he attacked the practice of granting and the doctrine of
.....
5. Luther's criticisms were summed up in the , which he posted
on the church door in Wittenberg.

6. In 1519 Luther denied the authority of the.....to interpret Christ's teachings and was excom-
municated in 1520 by.....
7. Charles V tried to punish Luther, but he was supported by many.....and.....
in Germany.
8. Luther won the support of patriotic Germans, and the nobles rebelled against the pope partly in
order to secure the great.....of the church.
9. Luther (opposed, supported) the Peasant Insurrection.
10. (All, Few, Many) Germans became Protestants.
11. The majority of the people in (1), (2), and (3)became
Protestants.
12. The Peace of.....in 1555 secured religious toleration for the princes but not for the
....., who had to accept the religion of their prince.
13. Henry VIII condemned.....but he was eager to exalt the.....
and vexed because the pope would not grant him a.....
14. In 1534 Parliament passed the Act of Supremacy, which substituted the.....for the.....as
head of the church in England.
15. Henry secured the loyal support of his nobles by distributing the property of the.....
.....among them.
16. Henry was succeeded in 1547 by his son,, under whose rule the English church
became markedly.....
17. The Catholic reaction under Queen Mary was succeeded by the permanent establishment of the
Anglican church under Queen....., who ruled from.....to.....
18. Protestantism made (great, little) headway in Ireland.
19. John Calvin's great work is entitled.....
.....
20. (Calvin, Henry) was much more radical than.....
21. In 1536 Calvin took up his residence at....., where he introduced.....and
made.....a gloomy day.
22. (Calvinism, Lutheranism, Anglicanism) was the most influential of the Protestant systems.
23. Calvinism was logical, clear, and democratic. Calvin approved usury; these beliefs won the support
of the.....
24. He obtained the support of scholars by establishing good.....
25. Calvinism was accepted in.....and.....and
in 1648 secured recognition in.....
26. French Protestants, who were called....., won toleration by the Edict of.....
in 1598.
27. In Scotland.....founded the Presbyterian Church which supplanted the Catholic
Church.
28. Calvinism was brought to America by the.....

29. Menno became the leader of the..... at Münster.
30. Menno condemned (1), (2), and (3)
31. From Menno's teachings, directly or indirectly, three sects grew — (1),
(2), and (3)
32. and were two radical reformers.

C. Reform of the Catholic Church, pp. 798-800

1. The Council of Trent, from..... to....., instituted reforms in..... and.....
2. The church prepared a catechism, revised the....., and issued the *Index*, a list of..... and..... books which Catholics were forbidden to read.
3. The Jesuit Society was founded by.....
4. The Jesuits won a high reputation as preachers and....., but they achieved their most striking results as.....
5. The popes (gained, lost) power by the concordats.

D. Map of Religious Divisions in Europe about 1600, p. 804

1. Answer question 12 on page 809 in your text.
2. Note that Islam also had its factions.
3. Turn to Map XI of the *Workbook* and complete the exercises based upon this map.

E. Inter-Christian Intolerance and War, pp. 800-805

1. Kings and rulers felt that political unity depended upon.....unity. Intolerance resulted.
2. Some Catholic kings used the court of the..... to enforce religious unity, and thousands were put to death.
3. Philip II sent the Great Armada against England in the year 1588.
4. The independence of Holland was recognized by..... in 1648.
5. The Thirty Years' War, lasting from..... to....., began as a religious war but became a struggle for.....
6., king of Sweden, was the champion of the Protestants.
7. Catholic France sent armies to help the (Catholics, Protestants).
8. By the Peace of..... in 1648..... and..... were recognized as independent; France received.....; Sweden received..... and.....; and church property was to remain in the hands of those who possessed it in the year.....
9. The Anglican church was (tolerant, intolerant).
10. Everywhere, Protestants persecuted..... and Catholics persecuted.....

11. In 1572 occurred the massacre of.....
12. King..... issued the Edict of Nantes in 1598.
13. The (majority, minority) usually advocated religious toleration.
14. Religious toleration was achieved in (the Middle Age, the Age of Transition, recent times).

F. *The Three Great Divisions of Christianity*, pp. 806-808

1. The three great branches of Christianity are (1), (2), and (3)
2. In general, northern Europe became, southern Europe, and eastern Europe
3. The branches of Christianity have (nothing, little, much) in common.
4. Protestants believe that the is the final authority in religious matters; whereas the Catholics and Orthodox believers think that the is the final.
5. had scant respect for monasticism or the veneration of saints, and opposed the theater.
6. The Christian Church is (less, more) prominent than it was in the Middle Age.

III. Projects

A. *Origin of Churches*

Object: To trace the general course of the church to which you belong.

Procedure: From Chapter XXIII secure the facts to enable you to trace the history of your church.

For example: Catholic — Calvinist — Presbyterian — Reformed Presbyterian. Consult other references also.

B. *The Council of Trent*

Object: To understand the viewpoint of the Catholics on the Protestant movement.

Procedure: Suppose you were a German bishop. Prepare a speech to deliver before the Council.

State your grievances and proposed remedies. Consult the *Catholic Encyclopedia*, if possible.

C. *Toleration*

Object: To learn the advantages of religious toleration.

Procedure: List the evils of the sixteenth century which arose from intolerance. Contrast these conditions with those in the United States at the present time.

UNIT XXIV — HOW AUTOCRACY DECLINED

I. General Survey, *Text*, Chapter XXIV.

A. Give three reasons why autocracy declined.

1.
2.
3.

B. List and identify four enlightened despots.

1.
2.
3.
4.

II. Map Exercises

A. *Map of Europe in 1650*, p. 811

1. Note the lack of unity in Italy and the Holy Roman Empire.
2. Southern Scandinavia was a part of.....
3. Turn to Map XI of the *Workbook* and complete the exercises based upon this map.

B. *Map of the Growth of France, 1648-1768*, p. 829

1. Turn to Map XII of the *Workbook* and complete the exercises based upon this map.

C. *Map of Northern and Eastern Europe*, p. 838

1. Note how small states blocked Russia's path to the Baltic and how the Turkish lands blocked the path to the Black Sea.
2. Note the size of Sweden and Poland.
3. Turn to Map XII of this *Workbook* and complete the exercises based upon this map.

D. *Map of Growth of Prussia to 1797*, p. 843

1. Note the scattered possessions in 1740, the most western one being.....
2. Note the large acquisitions of Frederick William II.
3. Turn to Map XII of the *Workbook* and complete the exercises based upon this map.

E. *Map of North America in 1750*, p. 849

1. The Mississippi and St. Lawrence valleys were owned by....., Florida by....., and the Hudson Bay country by.....
2. Turn to Map X of this *Workbook* and complete the exercises which are based upon this map.

F. *Map of Europe in 1775*, p. 853

1. Note that not all Prussia was in the Empire.
2. Turn to Map XII of the *Workbook* and complete the exercises which are based upon this map.

III. Outline Exercises

A. *The English Revolutions of the Seventeenth Century*, pp. 811-821

1. James I and his son Charles I claimed to rule by.....
2. Because of religious reasons all classes of.....opposed the Stuart kings.
3. James I and Charles I imposed taxes without the consent of.....
4. Charles I signed the.....in 1628. This document ranks close to the.....of 1215 in importance.
5. Charles ruled from.....to.....without calling Parliament, but in 1640 he was forced to summon it.
6. The....., supporters of the king, fought the....., supporters of Parliament.

7. Under the leadership of.....the Parliamentary party won battles and captured the king in 1646.
 8. After the beheading of Charles I in the year.....,.....became dictator of the Commonwealth.
 9. From 1653-1658 Cromwell was.....and ruled with ability and also cruelty.
 10. By the Restoration.....became king of England.
 11. James II belonged to the.....church, but he was untactful and claimed the power of dispensing with laws, that is.....
 12. In 1688 occurred the.....by which James II was driven out of England and.....became the rulers.
 13. By the revolution of 1688.....became superior to the king.
 14. The Bill of Rights, passed in the year....., placed many limitations upon the power of the.....and protected the people against autocracy.
 15. The Act of Toleration granted freedom of worship to.....but not to.....
 16. Scotland and England have had a common Parliament since the year.....
 17. The Whigs and.....were the two political parties in England.
 18. Cabinet members were selected from the party which had a majority in.....
 19. The first prime minister was.....
- B. The French Monarchy of Louis XIV, pp. 821-833*
1. Autocracy was tolerable in France because of strong kings like.....and.....and able ministers like.....and.....
 2. The king was unchecked by the Estates General, the nobles, or the.....
 3. Royal officials, known as....., enforced the king's decrees.
 4. The gorgeous and magnificent palace at.....became the social center of Europe.
 5. Louis XIV (worked hard, did little, attended wholly to social functions).
 6. Colbert reformed the.....system and promoted.....
 7. He promoted trade by constructing.....and.....
 8. In 1685 Louis unwisely revoked the.....and as a result 300,000 Huguenots emigrated.
 9. Louis' worst mistake, however, was to wage.....
 10. Louis planned to secure natural.....for France.
 11. He opposed the powerful family of the.....
 12. By the treaty of the.....in 1659 France secured.....and.....
 13. Altogether Louis fought.....[a number] principal wars and made (slight, some, several, remarkable) gains for France.

14. The War of the Palatinate, lasting from.....to....., was closed by the treaty of....., and the War of the Spanish Succession, 1702-1713, was ended by the treaty of.....
15. Louis XIV died in.....amid the (lamentations, curses) of his subjects.

C. *The Great Powers of the Eighteenth Century*, pp. 833-844

1. The European countries were divided into Great Powers and.....
2. The system of combining to prevent any one from becoming too powerful was called the.....
3. The greatest power in Europe during the latter half of the seventeenth century was.....
4. The chief colonial and commercial power was.....
5. The Habsburgs were rulers of Austria and.....of the.....
6., formerly a great power, declined in the seventeenth century.
7. (1), (2), and (3)gave promise of becoming Great Powers, but they failed to attain such rank.
8. Peter the Great, who ruled from.....to....., belonged to the.....family, which began ruling in the year.....
9. Peter executed many of his.....and built up a new army of.....men.
10. He abolished the religious office of.....and used the church to strengthen autocracy.
11. Peter Europeanized his country in manners and customs and in.....and.....
12. In order to win the Baltic coast Peter had to make war on.....
13. At.....in 1709 Peter defeated the Swedish army under king.....
14. By the treaty of.....Russia gained a large area on the Baltic coast.
15.became the capital of Russia.
16. Catherine the Great, who ruled from.....to....., gained territory from.....and.....
17. Prussia was formed in 1618 by a union of.....and.....
18. Frederick William of the.....family ruled from.....to.....
19. In 1701 the ruler of Prussia-Brandenburg gained the title of.....
20.had a standing army of 85,000 men.
21. Frederick the Great seized the province of.....and in 1772 a part of.....
22. Rulers who took their office seriously and tried to rule for the sake of the people were called ".....despots."

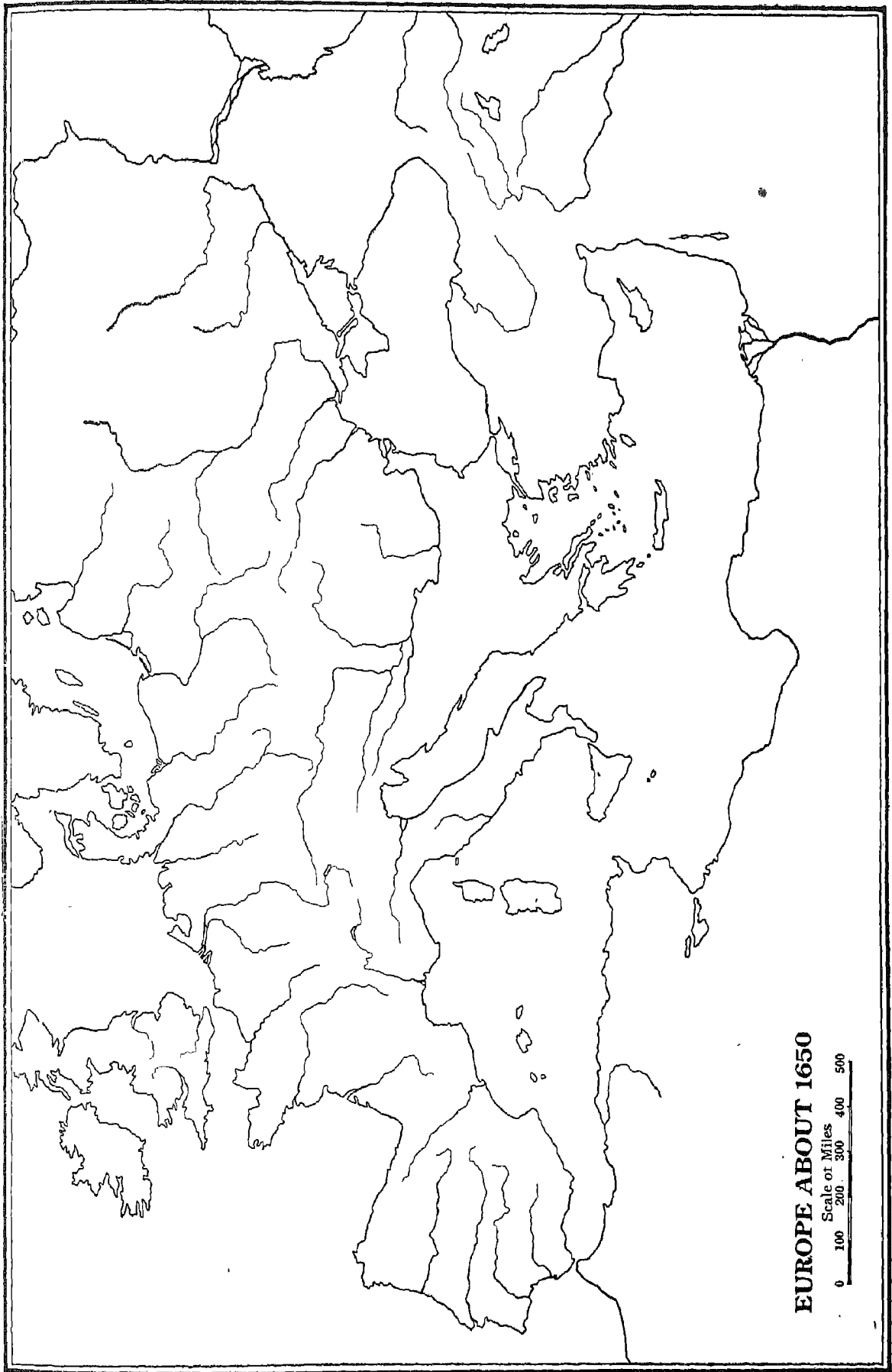
D. *Commerce, Colonies, and Wars*, pp. 844-860

1. Wars pertaining to thrones, territory, and prestige are called.....wars; and those pertaining to foreign possessions are called.....

DISCOVERY AND COLONIZATION

MAP X

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EUROPE ABOUT 1650

Scale of Miles
0 100 200 300 400 500

MAP XI

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TEST ON CHAPTER II

I. Complete the following sentences by supplying the correct words.

1. The region around the eastern end of the Mediterranean Sea is called the.....
2. The New Stone Age is called the.....Age.
3. Tamed animals furnished man a steady.....supply and also a better means of.....
4. Linen is a cloth made from.....
5. Bronze is a combination of copper and.....

II. Each term in the first column is associated with a term in the second column. In the blanks before the second column insert the appropriate numbers to show the relationship. The first one is answered. Some terms will remain unmarked; so do not guess.

- | | |
|--------------|--------------------------|
| 1. Neolithic |5..... Cloth |
| 2. pottery | Ship of the desert |
| 3. camel |graphite |
| 4. B.C. |A.....New Stone Age |
| 5. weaving |lentils |
| 6. iron |Before Christ |
| |potter's wheel |
| |smelting |

Total points, 11. Number correct,..... Grade,.....

TEST ON CHAPTER III

I. In each of the following sentences underscore the word within the parentheses which completes the statement correctly.

1. Memphis and Thebes were (Hittite, Egyptian, Assyrian, Babylonian) cities.
2. The abbreviated form of Egyptian writing was called (hieratic, cursive, papyrus, demotic).
3. Egyptian hieroglyphics were deciphered by (Napoleon, Champollion, Hammurabi).
4. The great Egyptian sun-god was (Enlil, Baal, Ahura Mazda, Re).
5. The founder of the Persian Empire was (Cyrus, Cyaxares, Sargon, Ashurbanipal).
6. The greatest Cretan city was (Tiryns, Agade, Ashur, Knossos, Sidon, Ur).
7. The Great Sphinx is supposed to represent (Thutmose, Khafre, Hyksos, Amon).
8. The worship of many gods is called (polytheism, magic, monotheism, mythology).
9. The strongest empire was that of the (Egyptians, Babylonians, Hittites, Assyrians).
10. An alphabet is based upon (sounds, pictures, words, ideas).

II. Underscore the names of kings once, cities twice, and gods three times. Some were none of these; so do not guess and do not underscore every word.

Crete, Taurus, Shalmaneser, Knossos, Mycenæ, Moses, Ashtareth, Tigleth-Pileser, Baal, Tyre, Thutmose, Sennacherib, Thebes, Osiris, Amon, Ikhnaton, Tutenkhamon, Agade, Akkad, Patesi, Hammurabi, Jerusalem, Ur, Cyrus, Re, Menes.

III. The improvements or inventions listed on the left are associated with the people on the right. Show the associations by inserting the proper numbers. The first one is marked. Some will remain unused; so do not guess.

- | | |
|-----------------------------------|---------------|
| 1. First users of iron | .5. .Cretans |
| 2. Believers in one god |Cretans |
| 3. Makers of beautiful vases |Hittites |
| 4. Founders of geometry |Syrians |
| 5. Founders of sea power |Akkadians |
| 6. Inventors of glass |Sumerians |
| 7. Inventors of cuneiform writing |Egyptians |
| 8. Inventors of the lyre |Cretans |
| |Egyptians |
| |Hebrews |

IV. Complete the following sentences.

1. Egypt is the "daughter of the....."
2. A series of kings belonging to the same family is called a.....
3. The land inclosed by the branches of the mouth of a river is called a.....
4. The Egyptian calendar was invented about the year.....
5. Rulers of Egypt were called.....
6. The builder of the Great Pyramid was.....
7. Egypt was divided into forty provinces called.....

8. The period of Egyptian history in which the kings were weak and the nobles were strong is called the Age.
 9. The system by which dry land is artificially watered is called
 10. Cuneiform writing is so called from the Latin word, which means
 11. The Sumerian cities were governed by an official called a
 12. Much silver was mined in the Mountains.
 13. The great Babylonian law-giver was
 14. The magic words which enabled one to deceive Osiris were contained in.....
.....
 15. Trading without the use of money is known as
 16. The Cretan sea-kings had their palace at
 17. The Phœnicians are famous for their
 18. The builder of the great temple at Jerusalem was
 19. The most cruel people of ancient times were the
 20. The founder of the beautiful Persian religion was
- V. Number the following in chronological [time] order, using 1, 2, 3, etc.
-XVIIIth Dynasty,Hammurabi,Building of Pyramids,Bronze Age,Trojan War,
....Sargon of Agade.

Total points, 66. Number correct,..... Grade,.....

TEST ON CHAPTER IV

I. Indicate the correct phrase or clause by a check mark. (✓)

1. There was little trade between the Near and Far East because....the Chinese were barbarians,....
of the great distance,neither had anything to sell,of the mountains and desert barriers.
2. The *Rig Veda* is of great importance to us, because....it contains a thousand hymns,it affords
much information about the Aryans,it is the best example of early Sanskrit.
3. Philologists are scholars who study....various languages,the remains of ancient civilizations,
....various religions.
4. If two groups have similar languages they....live in the same country,have a common origin,
....believe in the same gods,live under the same government.
5. The most practicable contribution of the American Indians was....lifelike sculpture,human
sacrifices,food plants,military organizations.

II. Underscore the words which complete the statements correctly.

1. The principal enemies of the Chinese were the (Japanese, Aryans, Mongols, Sudras).
2. The tribe which developed the most admirable civilization in America was the (Toltecs, Mayas, Aztecs,
Incas).
3. The (Toltecs, Mayas, Aztecs, Incas) discovered how to make concrete.
4. Gobi is the name of a (god, river, mountain, desert, king, caste, city).
5. Tian Shau is the name of a (god, river, mountain, desert, king, caste, city).
6. Boghaz Keui is the name of a (god, river, mountain, desert, king, caste, city).
7. People in India of the lowest caste, consisting of serfs, were called (Sudras, Brahmins, Vaisyas, Aleu-
tians, Malays, Ainus).
8. The conquered people of India were the (Aryans, Toltecs, Dravidians, Kshatriyas).
9. The best example of Mayan art was their (sculpture, pottery, jewelry).
10. Korea is the name of (a peninsula, an island, a river).

III. Complete the following statements by supplying the correct words or phrases.

1. The highest mountains in the world are the.....
2. The largest river in India is the.....
3. Wandering nomads were usually enemies of.....
4. The Middle Kingdom is a term applied to early.....
5. The dynasty which ruled China from 1122 to 249 B.C. was the.....
6. The calendar consisting of eighteen months was devised by the.....
7. English is one of the languages belonging to the.....group.
8. The Indians are supposed to have entered America by way of.....
9. The people of.....believed in the transmigration of souls.
10. The Aryan theory was formulated to explain the similarity of.....

Total points, 25. Number correct,..... Grade,.....

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TEST ON CHAPTER V

I. Number the following in chronological [time] order, using 1, 2, 3, etc.

....Trojan War,Solon,Draco,Dorian invasion of Peloponnesus,Cleisthenes.

II. Check the lines which complete the following statements correctly. In some instances more than one line in each number should be checked.

1. Greek city-states were disunited, because .

....mountains and bays cut the country into isolated regions.

....each city-state was jealous of the other.

....the Greeks loved the small city-state.

2. The Spartan system of training was designed to

....promote art, literature, and commerce.

....promote good feeling among the city-states.

....insure military efficiency.

3. Greek colonization was caused by the

....overpopulation of the founding city-states.

....restlessness of the Greek race.

....political conflicts within the city-states.

4. Homer's poems deal with the

....homely life of unsung heroes.

....political quarrels of the city-states.

....the heroic deeds of kings and nobles.

III. Complete the following sentences.

1. Homer's great poems are named theand the.....

2. The oldest center of Greek civilization was.....

3. The great poetess of Mytilene was.....

4. The city of Sybaris in Italy was famous for its.....

5. The husband of Helen was.....

6.was the rich king of Lydia.

7. The famous tyrant of Corinth was.....

8. The great Spartan lawgiver was.....

9. The five supervisors of Sparta were called.....

10. The hill at Athens was called the.....

11. The god of the underworld was.....

12. The greatest Athenian lawgiver and reformer was.....

IV. Underscore the correct words within the parentheses.

1. Homer's heroes were (Ionians, Dorians, Achæans, Helots).
2. Miletus was a(n) (Ionian, Dorian, Achæan, Spartan) city.
3. Troy was the (third, fifth, sixth, eighth) city on the hill of Hissarlik.
4. The Greeks were a (pure, mixed) race.
5. Thales was a citizen of (Miletus, Sparta, Athens).
6. Politically a Greek colony was (dependent, independent) of the founding city.

V. Underscore the names of gods and goddesses with one line and political terms with two lines. Some words represent neither; so do not mark all words.

Pnyx, Demeter, Dionysus, Orpheus, Persephone, Assembly, Strategos, Thete, Archon, Ephor, Areopagus, Pericci, Senate, Tyrant, Athena.

Total points, 43. Number correct, Grade,

TEST ON CHAPTER VI

I. Complete the following sentences

1. was the Persian god.
2. was the rich king of Lydia.
3. was the founder of the Persian Empire.
4. were the barbarians along the Danube against whom Darius led an expedition.
5. were the sub-divisions of the Persian Empire.
6. was the great Athenian leader who believed in a naval policy.
7. was the greatest Athenian statesman.
8. was the sculptor who designed the decorations of the Parthenon.
9. was an Athenian historian.
10. were the poorest class of Athenians.

II. Number the following in chronological [time] order.

.... Peloponnesian War, Athenian Empire, Solon, Plataea, Salamis.

III. Identify each of the following in a short phrase or clause. The first one is answered.

1. Piræus, the port of Athens.....
2. Hellas,
3. Aristophanes,
4. Pindar,
5. Cambyses,
6. Sardis,
7. 490 B.C.,
8. 480 B.C.,
9. Mardonius,
10. Gelon,

IV. Check the following conclusions which are correct. In some numbers more than one is correct.

1. The Confederacy of Delos was formed to
.... increase Athenian naval power.
.... afford protection against the Persians.
.... make war on Egypt and Phœnicia.
2. The Athenian Empire was based upon the
.... Peloponnesian League.
.... ruins of the Persian Empire.
.... Confederacy of Delos.

3. Philippides ran to Sparta to
- carry the news of the victory of Salamis.
 - ask the Spartans for aid.
 - prevent a surprise by the Persian fleet.
4. Athenian juries were large in order
- to prevent bribery.
 - to determine the public opinion accurately.
 - to prevent the Assembly from ruling.
5. The Athenians built up a great fleet, because
- they were weak in military affairs.
 - naval protection was more important.
 - their commerce had taught them mastery of the sea.

Total points, 32. Number correct, Grade,

TEST ON CHAPTER VII

I. Show the relationships of the words and phrases given below. The first one is answered. Some will remain unused; so do not guess.

- | | |
|-----------------|----------------------------------|
| 1. Aristotle | . 6 .author of geometry |
| 2. Socrates |mathematician and inventor |
| 3. Issus |Plato's pupil |
| 4. Laocoön |Father of Medicine |
| 5. Archimedes |Plato's teacher |
| 6. Euclid |famous Cynic |
| 7. Zeus |battle of Alexander |
| 8. Diogenes |example of Rhodian sculpture |
| 9. Epaminondas |famous orator |
| 10. Serapis |famous sailor |
| 11. Epicurus |advocate of pleasure |
| 12. Demosthenes |Theban general |
| 13. Hippocrates | |
| 14. Nearchus | |

II. Complete the following sentences.

1. The Thebans defeated the Spartans in the battle of.....
2. The war-like tyrant of Syracuse was.....
3. Crafty political orators were known as.....
4. The statue of Hermes was made by.....
5. The three styles of Greek columns, from simple to ornate, were (1), (2)
....., and (3)
6. The speaker of the Philippics was.....

III. Number the following events in chronological [time] order.

....Chæronea,Founding of Alexandria,Leuctra,Socrates,Hellenistic Age.

IV. Check the correct phrases and clauses.

1. The Stoics believed that
 -man should seek pleasure.
 -luxury and comfort were undesirable.
 -man should accept everything calmly and serenely.
2. The increase of knowledge in the Hellenistic Age tended
 -to strengthen the popularity of the gods.
 -to corrupt the youths.
 -to destroy old religions.

3. Alexander's conquests

-weakened Hellenic civilization.
-strengthened and scattered Hellenic culture.
-had no effect upon Hellenic culture.
-were purely military affairs.

4. Demosthenes believed that

-Philip's conquest of Greece was a fortunate event.
-the Greeks should oppose Philip.
-the Greeks deserved defeat by Philip.

Total points, 28 Number correct. Grade,

TEST ON CHAPTER VIII

I. Complete the following sentences.

1. The people to the northwest with whom the Romans came in contact in their early conquests were the.....
2. A division of the Roman phalanx was called a.....
3. The most powerful of Roman officials were the.....
4. The officers who protected the plebeians were the.....
5. Southern Italy was known as.....
6. The most famous of Roman roads was the.....
7. was the king of Epirus.

II. Underscore the words within parentheses which complete the statements correctly.

1. Veii was a(n) (Greek, Etruscan, Samnite) city.
2. The Temple of Jupiter was on the (Palatine, Aventine, Capitoline) Hill.
3. The city which called Pyrrhus to its aid was (Tarentum, Syracuse Cumæ).
4. The Roman treasurers were called (quæstors, ædiles, prætors).
5. Officials were chosen by the (people, Assembly, Senate).
6. The two-faced god of the doorway was (Jupiter, Mars, Janus).
7. The.....Law gave the Assembly the right to pass laws to which the Senate must agree.

III. Number the following in chronological [time] order. The first one is marked.

....Samnite Wars,War with Pyrrhus,Conquest of Latium,Conquest of Etruria,
creation of the legion,founding of Rome.

IV. Match the following by inserting the proper number on each line. The first one is marked.

- | | |
|---------------|----------------------------|
| 1. toga | .4. .wealthy, ruling class |
| 2. curias |attendants of consuls |
| 3. imperium |groups of the Assembly |
| 4. patricians |Roman gown or cloak |
| 5. lictors |supreme authority |
| 6. Rubicon |river in Greece |
| 7. Gauls |river in Italy |
| |treasurer of Rome |
| |northern barbarians |

Total points, 24. Number correct,..... Grade,.....

TEST ON CHAPTER IX

I. Identify the following geographical terms by telling what each is and by locating it. The first one is answered.

1. Asia a Roman province. western Asia Minor
2. Cyrene
3. Pontus
4. Capua
5. Africa
6. Pyrenees
7. Metaurus

II. Supply subjects for the following sentences.

1. was Hannibal's brother.
2. was the Roman senator who opposed Philhellenism.
3. was the battle in which Hannibal killed thousands of Romans.
4. was the Roman general who tried to defeat Hannibal by delaying.
5. were the tax collectors.

III. In the following sentences underscore the proper words. In two instances two words within one sentence should be marked.

1. Hannibal's father was named (Hasdrubal, Hamilcar, Saguntum).
2. (Sulla, Cæsar, Pompey) defeated Mithradates.
3. The Gallic Wars began in (58, 66, 50, 97 B.C.)
4. In the First Punic War, Rome won (Sardinia, Pontus, Corsica, Saguntum).
5. Carthage was primarily a nation of (farmers, soldiers, traders).
6. Government by wealthy men is called a(n) (aristocracy, oligarchy, plutocracy, democracy).
7. The victor of Zama was (Scipio, Masinissa, Marius).
8. A sum of money exacted from a defeated enemy is known as a(n) (indemnity, ransom, tribute).

IV. Match the words and phrases given below.

- | | |
|----------------------|---|
| 1. Ætolian | 6. . <i>Carthago delenda est</i> |
| 2. Sicily | ... conquerer of Antiochus the Great |
| 3. <i>Pax Romana</i> | ... African ally of Rome |
| 4. Pergamum | ... defeat of Macedonia |
| 5. Achæan | ... tribe defeated by Cæsar |
| 6. Cato | ... Roman peace |
| 7. Scipio | ... a league of central and northern Greece |
| 8. Pompey | ... a league of the Peloponnesus |
| 9. Antiochus | ... king of Syria |
| 10. Masinissa | ... Roman city in the Province of Asia |
| 11. Cynoscephalæ | |
| 12. Belgæ | |

Total points, 36. Number correct, Grade,

TEST ON CHAPTER X

I. Place a figure 1 before the event in each group which occurred first.

1. Cæsar made dictator, First Triumvirate, Gallic Wars.
2. Reforms of the Gracchi, Sulla's reforms, Growth of large estates.
3. Battle of Cannæ, Battle of Magnesia, Battle of Actium.
4. Second Triumvirate, Death of Antony, Battle of Philippi

II. Match the words and phrases given below.

- | | |
|-----------------------|---|
| 1. Virgil | 5. . . revision of calendar |
| 2. Strabo | Antony, Lepidus, Octavian |
| 3. Horace | Cæsar, Crassus, Pompey |
| 4. First Triumvirate | author of <i>Æneid</i> |
| 5. Cæsar | author of <i>Odes</i> |
| 6. Second Triumvirate | a geographer |
| 7. Proletariat | Sulla, Marius, Pompey |
| 8. Knights | tradesmen, professionals, laborers |
| 9. Jugera | wealthy business men |
| 10. Pompeii | an African king |
| | a measure of land |
| | Roman city |

III. Complete the following sentences.

1. Cæsar was killed in the year
2. Roman estates were called
3. was the conqueror of Jugurtha.
4. Octavian made himself master of the Roman world by winning the battle of
5. The Roman god of war was, and the goddess of love was, who corresponds to the Greek goddess

IV. Underscore the proper words within the parentheses. In some instances more than one word in a sentence should be marked.

1. (Mæcenas, Poseidon, Lepidus) was a patron of poets.
2. (Cæsar, Marius, Sulla) defeated the Germans.
3. Some wealthy Romans built sumptuous houses on the (Capitoline, Palatine, Aventine) Hill.
4. (Cæsar, Augustus, Sulla, Marius) was given the title of *Pater Patriæ*
5. The Gracchi reforms pertained to (taxes, franchises, land).
6. (Lepidus, Crassus, Cassius, Brutus) helped to murder Cæsar.

Total points, 36. Number correct, Grade,

TEST ON CHAPTER XI

I. Underscore the names of Roman Emperors once and authors twice, but do not mark all words, for some were neither emperors nor writers.

Tiberius, Caligula, Pliny, Nero, Galen, Panem, Claudius, Pergamum, Plutarch, Dacia, Nerva, Commodus, Seneca, Trajan, Dominus, Quintilian, Hadrian, Domitian.

II. The following events produced definite results. Complete the sentences. The first is answered.

1. Civil wars resulted in the establishment of autocracy
2. The prevalence of piracy resulted in
3. The loss of morale in the army led to the
4. Increased importation of grain into Italy led to the
5. The loss of faith in the old religions led to

III. Underscore the correct words. In some numbers more than one word should be marked.

1. The Sassanid capital was (Babylon, Ctesiphon, Seleucia).
2. Hadrian's wall was in (Britain, near the Danube, along the Euphrates).
3. Marcus Aurelius was greatly influenced by the teachings of the (Stoics, Christians, followers of Zoroaster).
4. The unions were called (gilds, coloni, collegia).
5. Most of the later emperors were (lawyers, philosophers, generals, non-Romans).
6. (Marcus Aurelius, Hadrian, Justinian) was both an emperor and a writer.

IV. Complete the following sentences.

1. The emperor who codified the laws was
2. The system of preserving peace is called
3. The Colosseum was built by
4. Dacia was conquered by
5. The emperor who moved the capital from Rome was

V. Match the following words and phrases.

- | | |
|------------------|---------------------------------------|
| 1. Golden House | organizer of prefectures |
| 2. Titus | Constantinople |
| 3. Hadrian | <i>Parallel Lives</i> |
| 4. Dalmatia | opinions and comments on laws |
| 5. Plutarch | Nero's palace |
| 6. Diocletian | builder of a tomb |
| 7. Byzantium | conqueror of Jerusalem |
| 8. <i>Digest</i> | body of laws |
| 9. <i>Code</i> | historian |
| 10. Penates | geographer |
| 11. Pliny | <i>Natural History</i> |
| 12. Tacitus | |
| 13. Ptolemy | |

Total points, 40. Number correct, Grade,

TEST ON CHAPTER XII

I. Match the following words and phrases.

- | | |
|------------------|--------------------------------|
| 1. Wi-ti | .8. .enemy of Confucianism |
| 2. Asoka |a peninsula near China |
| 3. Chandragupta |Burma and Malay |
| 4. Buddha |Mountains west of India |
| 5. Korea |founder of empire in India |
| 6. Hindu Kush |spiritual conquests |
| 7. Confucius |Hellenistic World |
| 8. Shih-Huang-ti |the silk route |
| |author of Golden Rule |
| |doctrine of Nirvana |

II. Underscore Chinese rulers and characters with one line, Hindu rulers and characters with two lines. Some were neither.

Han, Shih Huang-ti, Buddha, Chóu, Gautama, Seleucus, Maurya, Lao Tzu, Asoka, Malay, Tang.

III. Underscore the proper words within the parentheses.

1. History seeks to tell the story of the people who (are most interesting, have contributed most).
2. China attained its greatest extent under the (Han, Tang, Chóu) dynasty.
3. (Buddha, Lao Tzu, Confucius) is famous for his proverbs.
4. Punjab is a part of (India, China, Japan).
5. Taoism is a (religion, philosophy, mythology).
6. Buddhist temples are called (churches, pagodas, pergolas).

Total points, 22. Number correct,..... Grade,.....

TEST ON CHAPTER XIII

I. Complete the following sentences.

1. was the Roman governor of Judæa.
2. was the year in which Jesus was crucified.
3. was the great apostle to the Gentiles.
4. wrote many epistles which form part of the New Testament.
5. was the religion of the Jews.
6. was the first Christian emperor.
7. taught a heretical doctrine.
8. issued the Edict of Milan.
9. was the meeting place of the great council in 325.
10. was the Roman emperor who started the last great persecution of Christians.

II. Number the following in chronological [time] order.

.... Edict of Milan, Birth of Jesus, Council of Nicæa, Royal punishment of heretics,
.... Crucifixion of Jesus, Writing of Gospels, Paul's journeys.

III. Match the following words and phrases.

- | | |
|--------------------|---|
| 1. catacombs | 3. . one of the disciples |
| 2. Jerome | translator of the Vulgate |
| 3. Mark | the last book of the New Testament |
| 4. Augustine | officers of local churches |
| 5. Revelations | general body of Christians |
| 6. Eusebius | tombs in Rome |
| 7. deacons | author of a church history |
| 8. emperor-worship | author of a pagan hymn |
| 9. church | author of <i>City of God</i> |
| 10. church | an obstacle to Christianity |
| | a barbarian tribe |
| | local body of Christians |

Total points, 26. Number correct, Grade,

TEST ON CHAPTER XIV

I. Number the following in chronological [time] order.

.... Battle of Tours, the Hegira, Battle of Chalons, Reign of Justinian, Conversion of Britain, Ulfila's mission to the Goths, Ostrogoths in Italy, Lombards in Italy.

II. Underscore the proper word in each of the following sentences. In one case underscore two words.

1. The western part of the Roman Empire was overrun by (Slavs, Celts, Germans, Huns).
2. The Salic laws prevailed among the (Huns, Burgundians, Goths, Franks, Vandals).
3. Migrations are caused by (droughts, overpopulation, languages).
4. Mœsia was a (river, general, province, city).
5. Justinian's famous general was (Mœsia, Belisarius, Augustine, Kedessia).
6. The Roman emperor who warred against the Persians was (Belisarius, Heraclius, Chosroës).

III. Complete the following sentences.

1. was the leader of the Visigoths when they plundered Rome.
2. was the leader of the Vandals when they plundered Rome.
3. was the leader of the Ostrogoths.
4. The leader of a horde was called a
5. The is the sacred book of Islam.
6. was the Frankish leader at Tours.

IV. Give the significance of the following dates.

410,	622,
451,	732,
527-565,	455,

V. Match the following words and phrases.

- | | |
|--------------|------------------------------|
| 1. Attila | 5. ruler of Islam |
| 2. Chosroës | missionary to the Goths |
| 3. Syria | missionary to Britain |
| 4. Clovis | Scourge of God |
| 5. Caliph | King of Persia |
| 6. Ulfila | an early monk |
| 7. Bedouins | founder of a monastery |
| 8. Benedict | king of the Franks |
| 9. Augustine | meeting of synod |
| 10. Basil | wandering Arabs |
| 11. Whitby | capital of Islam |
| 12. Mosque | Mohammedan temple |
| 13. Omayyad | |
| 14. Damascus | |

Total points, 38. Number correct, Grade.....

TEST ON CHAPTER XV

I. Give the significance of each of the following dates.

1453, 800,
 843, 1066,
 987, 1054,

II. Match the following words and phrases.

- | | |
|--------------------------|--|
| 1. Martel | Charlemagne's inspectors |
| 2. Roncesvalles | A group of Northmen |
| 3. <i>Missi dominici</i> | A Norman explorer |
| 4. Boniface | Mayor of the Palace |
| 5. Iconoclasts | A division of the Orthodox church |
| 6. Patriarch | Song of Roland |
| 7. Egbert | Bulgarian conqueror |
| 8. Rus | Head of the Orthodox church |
| 9. Krum | Restorer of Holy Roman Empire |
| 10. Otto | Missionary to the Germans |
| | Image-breakers |
| | King of Wessex |

III. Complete the following sentences.

1. The people who most rapidly assimilated the culture of their adopted country were the.....
2. The wealthy city on the Tigris River was.....
3. The celebrated Caliph of Bagdad was.....
4. The center of Moslem culture in Spain was.....
5. was the discoverer of Vinland.
6. gave the pope control of Rome and Ravenna.
7. established the monastery at Fulda.
8. Yugoslavs means.....
9. The..... were the invaders of Hungary.
10. Fine swords and armor were made at..... in Spain.

Total points, 26. Number correct,..... Grade,.....

TEST ON CHAPTER XVI

I. Match the following words and definitions.

- | | |
|------------------|--|
| 1. lord | 6. special dues paid by vassals |
| 2. homage | ... one who owes service to a lord |
| 3. fief | ... one who controlled vassals |
| 4. vassal | ... a scheme of royal succession |
| 5. investiture | ... fixed rents for a fief |
| 6. aids | ... act of swearing allegiance to a lord |
| 7. primogeniture | ... custom by which the eldest son inherits the estate |
| 8. villeins | ... hereditary holdings in land |
| 9. almoner | ... act of a lord in recognizing a vassal |
| 10. knight | ... vassals who are bound to the soil |
| | ... a vassal who owes military service |
| | ... charitable agent of a monastery |

II. Supply the missing words in the following sentences.

1. The.....were the merchants, craftsmen, and townspeople.
2. A.....was a workman in charge of a shop.
3. An.....was one who was learning a trade.
4. An association of merchants or craftsmen was called a.....
5.land was that which was cultivated.
6. Tenants were of two classes,and.....
7. Interest on money was called.....
8. The inability of the manors to be entirely self-supporting gave rise to.....

III. Underscore the correct words within the parentheses.

1. Charity in the Middle Age was largely the work of the (gilds, nobles, church, villeins).
2. The lord's assistant was called a (bailiff, reeve, almoner, freeholder).
3. The church was (within, outside) the feudal arrangement.
4. The villein had (no, many, several) rights, which the lord was bound to respect.
5. The villeins had (no, many, a few) amusements.

Total points, 23. Number correct,..... Grade,...

TEST ON CHAPTER XVII

I. Match the words and phrases given below.

- | | |
|---------------------|---|
| 1. heretics | king's court |
| 2. Aragon | papal party |
| 3. Henry II | creation of the College of Cardinals |
| 4. Curia Regis | court of the Inquisition |
| 5. Nicholas II | King of Poland |
| 6. interdict | localism among the German states |
| 7. Guelphs | conquest of Prussia |
| 8. Casimir III | temporary excommunication of a whole country |
| 9. Teutonic Knights | system of circuit courts and juries |
| 10. Ghibellines | imperial party |
| 11. Robert Bruce | |
| 12. particularism | |

II. Identify each date. One is answered.

- | | |
|-------------|-------------------------------|
| 843, | 962, |
| 1073, | 1176, Battle of Legnano |
| 1273, | 1066, |
| 1215, | 1295, |

III. Number the following in the order of their size, from largest to smallest.

.... province, Christendom, parish, diocese.

IV. Number the following in the order of their dignity, from the most powerful to the least powerful.

.... bishop, priest, archbishop, pope.

V. Complete the following sentences.

1. The regular clergy took the vows of (1), (2), and (3)
2. The church courts used law.
3. Henry IV and Hildebrand made peace at
4. The ruler of Venice was called the
5. The was the famous banking family of Florence.
6. The Great Charter was signed at by
7. The founder of the French monarchy was

VI. Underscore the proper words within the parentheses.

1. The (regular, secular) clergy preached and administered sacraments.
2. The wandering preachers and missionaries were called the (secular clergy, friars, regular clergy).

3. The purchase of church offices was called (celibacy, simony, investiture).
4. The emperors secured their office by (wars, inheritance, election).
5. The commercial league of German cities was called the (Visconti, Sforza, Hanse).
6. The French king who did most to establish the power and dignity of the office was (Philip the Fair, Louis IX, Philip Augustus, Louis IV).
7. The Constitutions of Clarendon were concerned with restrictions upon the (clergy, nobles, commoners).

Total points, 42. Number correct,..... Grade,.....

TEST ON CHAPTER XVIII

I. List the sacraments of the medieval church.

1., 2., 3., 4.
5., 6., and 7.

II. List the languages belonging to each group.

1. Romance: (1), (2), (3), (4)
and (5)
2. Teutonic: (1), (2), (3), and (4)
3. Slavic: (1), (2), (3), (4), and (5)
.....

III. Complete the following sentences.

1. was the study of stars.
2. law was taught at Bologna.
3. was the author of *Sic et Non*.
4. was the first great English writer.
5. was the father of modern Italian.

IV. Underscore the correct words within the parentheses.

1. (Bacon, Adelard, Abelard, Joinville) were scientists.
2. (Nominalists, Realists) believed in the ideal of which concrete objects are pale copies.
3. (J.U.D., LL.D.) stands for Doctor of both Laws.
4. Flying buttresses were used in (Gothic, Romanesque) buildings.
5. The greatest university of the Middle Age was at (Paris, Bologna, Oxford).

V. Match the following words and phrases.

- | | |
|----------------------------|-------------------------------------|
| 1. Chaucer | <i>Canterbury Tales</i> |
| 2. <i>Dies Irae</i> | famous painter |
| 3. Averroës | Abelard |
| 4. <i>Summa Theologiae</i> | a hymn |
| 5. gold | French singers |
| 6. Peter Lombard | German singers |
| 7. troubadours | <i>Divine Comedy</i> |
| 8. Gothic | Thomas Aquinas |
| 9. Heloise | <i>Four Books of Sentences</i> |
| 10. Minnesingers | alchemists |
| 11. Giotto | |
| 12. Dante | |

Total points, 42. Number correct, Grade,

TEST ON CHAPTER XIX

I. Identify each by telling what it was and where it was located. The first one is answered.

NAME	IDENTIFICATION	LOCATION
1. Morocco	state or kingdom.	Northern Africa.
2. Edessa
3. Acre
4. Antioch
5. Nicæa
6. Vistula
7. Himalayas
8. Turkestan
9. Toledo
10. Granada
11. Lepanto

II. Complete the following sentences.

1. The last crusade ended with the Treaties of
2. The outstanding sultan was
3. The Ottoman army of drafted Christians was called
4. The pope who preached the First Crusade was
5. The chivalrous Turk who opposed the Third Crusade was
6. The Fourth Crusade was directed against
7. The founder of the Mongol Empire was
8. The Turks captured Constantinople in the year
9. In addition to being sultan the Ottoman emperor was a
10., King of England, was a crusader.

III. Underscore the correct words within the parentheses.

1. The Turks conquered southeastern Europe (before, after) they had captured Constantinople.
2. The (Seljuk, Ottoman) Turks captured Constantinople.
3. Tamerlane was a (Hun, Mongol, Magyar).
4. The Egyptian rulers were called (Patriarchs, Emirs, Mamluks).
5. The Holy League made war against the (Mongols, Arabs, Seljuk Turks, Ottoman Turks).
6. The Arab converts in Spain were called (Moriscoes, Millets, capitulators).
7. Vienna was besieged by the Turks (once, twice, three times).
8. The battle of Lepanto was fought in (1683, 1453, 1571).

Total points, 38. Number correct, Grade, ..

TEST ON CHAPTER XX

I. Check the correct conclusion or conclusions of each sentence.

1. The middle classes supported kings, because
 -the crusades had weakened the papacy.
 -kings insured peace and protection for trade.
 -feudal nobles kept the country in a turmoil.
2. The church lost influence, because
 -its exactions were burdensome.
 -of the Babylonian Exile and the Great Schism.
 -the conciliar movement was popular.
 -of the Hundred Years' War.
3. Louis XI of France was successful, because
 -he had no moral scruples.
 -he was a man of ability.
 -he secured the aid of the church.

II. Underscore English characters with one line, French characters with two lines, and popes with three lines. Some characters belong to none of these groups.

Francis I, Habsburgs, Charles V, Louis XI, Charles VIII, Black Prince, Henry VII, Richard III.
Joan of Arc, Henry VI, Guesclin, Edward III, Boniface VIII, Urban VI, Pisa, Clement VI, Vasa.

III. Complete the following sentences.

1. Machiavelli was the author of.....
2.is the practice of favoring relatives in making appointments.
3. The sojourn of the popes at Avignon is called the.....
4. The Great Schism was ended by the Council of.....
5. Treaties between popes and kings are called.....
6. The English leader at Poitiers was.....
7. Henry V won the battle of.....
8. Joan of Arc relieved the siege of.....
9. The dates of the Hundred Years' War are.....to.....
10. The strong autocratic ruler in England was.....
11. The ruler who controlled the most extensive empires was.....
12. The country in which autocracy secured no hold whatever was.....

Total points, 31. Number correct, Grade,

TEST ON CHAPTER XXI

I. Match the following words and phrases.

- | | |
|------------------|---|
| 1. Ming | discoverer of the Cape of Good Hope |
| 2. daimios | Portuguese who sailed around the Cape of Good Hope |
| 3. Batavia | conquerer of Peru |
| 4. Xavier | a Dutch trading center in Java |
| 5. Taj Mahal | a traveler to the Far East |
| 6. Verazzano | a Mongol dynasty in China |
| 7. Vasco da Gama | a Hindu prince |
| 8. Diaz | Japanese nobles |
| 9. Cathay | China |
| 10. Carpini | missionary to Japan |
| 11. Henry | Hindu monument |
| 12. Pizarro | an explorer sent by Francis I |
| | conqueror of Mexico |
| | a Portuguese prince |

II. Give the significance of the following dates.

- | | |
|-------------|-------------|
| 1492, | 1497, |
| 1497, | 1519, |
| 1607, | 1608, |

III. Complete the following sentences.

1. The Line of Demarcation was supposed to separate the.....and.....colonies.
2. In 1580 Portugal was joined to.....
3. Many of the Portuguese trading posts were captured by the.....
4. In 1571 the Spanish founded the city of.....in the Philippines.
5. In 1644 the.....dynasty replaced the Ming.
6. The great trading center for Europeans in China was.....

IV. Underscore the proper words within the parentheses.

1. The first universities in America were established by the (French, Spanish, English).
2. (Pizarro, Balboa, Cortez, Magellan) discovered the Pacific Ocean.
3. Caciques were (Indian, Hindu, Chinese, Japanese) vassals.
4. Christianity played (a little, no, an important) part in overseas expansion.
5. It seemed for a time that (India, Japan, Java) was going to be completely Christianized.
6. (Aurangzeb, Shogun, Daimios) was a great Mogul emperor.

Total points, 31. Number correct, Grade,

TEST ON CHAPTER XXII

I. Underscore authors once, painters twice, and scientists three times. Some belong to none of these classes; so do not mark all the words.

Galileo, Ptolemaic, Copernicus, Gutenberg, Rubens, Velasquez, Titian, Aldus, Mona Lisa, Michelangelo, Raphael, Petrarch, Wren, Cervantes, Machiavelli, Rabelais, Erasmus, Boccaccio, Kepler.

II. Supply the proper words to complete the following sentences.

1. was the French king who was interested in the new learning.
2. is the cathedral designed by Sir Christopher Wren.
3. Mona Lisa was painted by
4. The Sistine Chapel is in
5. was the famous German engraver and woodcarver.

III. Match the following words and phrases.

- | | |
|------------------|-------------------------------------|
| 1. Palestrina | <i>Novum Organum</i> |
| 2. Francis Bacon | teacher of Greek |
| 3. Descartes | father of modern music |
| 4. Gregory | famous Venetian printer |
| 5. Aldus | a city in Palestine |
| 6. More | reviser of the Julian calendar |
| 7. Corneille | French philosopher |
| 8. Renaissance | Latin author |
| 9. Van Dyck | <i>Utopia</i> |
| 10. Chrysoloras | French dramatist |
| | classical revival |
| | a Dutch painter |

Total points, 29. Number correct, Grade,

TEST ON CHAPTER XXIII

I. Complete the following sentences.

1. French Protestants were called.....
2. The Edict of.....established toleration in France.
3. The Thirty Years' War was ended by the Treaty of.....
4.was the intolerant king of Spain.
5.was the founder of the Jesuit Society.
6. The Council of.....strengthened the Catholics.
7.was the "Protestant Pope."
8. Martin Luther posted his theses in the year.....
9.was pope when the break in the church took place.
10. The leader of the Lollards was.....

II. Match the following words and phrases.

- | | |
|-----------------------|--|
| 1. Gustavus Adolphus | Calvinist leader in Scotland |
| 2. Cardinal Richelieu | queen from 1558 to 1603 |
| 3. Augsburg | a Bohemian noble |
| 4. Mary Tudor | founder of the Society of Friends |
| 5. Elizabeth | queen of England, 1553-1558 |
| 6. Servetus | king of Sweden |
| 7. George Fox | peace of 1555 |
| 8. John Knox | adviser to the French king |
| 9. Geneva | a heretic burned by Calvin |
| 10. Thomas à Kempis | home of Calvin |
| | a papal practice |
| | <i>Imitation of Christ</i> |

III. Underscore Catholic regions once, Protestant regions twice. Some were neither; so do not guess.

Northern Germany, Holland, Russia, Italy, France, England, southern Germany, Sweden, Scotland, Ireland, Denmark, Switzerland, Spain, Morocco.

Total points, 32. Number correct, Grade,

TEST ON CHAPTER XXIV

I. Underscore the Great Powers once and the Lesser Powers twice. Some were not countries.

Europe, France, England, Holland, Sweden, Poland, Prussia, Austria, Saxmund, Portugal, Russia, Bavaria.

II. Number the following in chronological order.

....Thirty Years' War,Seven Years' War,Declaration of Independence,Treaty of Utrecht,Death of Peter the Great.

III. Match the following words and phrases.

- | | |
|------------------|--|
| 1. Silesia |Grand Monarch |
| 2. Hohenzollerns |Minister of Louis XIV |
| 3. Habsburgs |royal troops of Civil Wars in England |
| 4. Romanovs |rulers of Prussia |
| 5. Quebec |king of Sweden |
| 6. Plassey |province seized by Frederick the Great |
| 7. Charles XII |city seized by Louis XIV |
| 8. Gustavus XII |battle fought by Wolfe |
| 9. Poltava |battle fought by Peter the Great |
| 10. Louis XIV |battle fought by Clive |
| 11. Strasbourg |family of Louis XIV |
| 12. Colbert | |
| 13. Cavaliers | |
| 14. Roundheads | |
| 15. Bourbon | |

IV. Identify the following dates.

- | | |
|-------------|-------------|
| 1628, | 1776, .. |
| 1763, | 1688, |
| 1689, | 1649, |

V. Underscore the proper words within the parentheses.

- The divine right of kings was preached by the (Tudors, Stuarts, Hanoverians).
- The Petition of Right was signed by (James I, Charles I, James II, John).
- The parliamentary leader was (Hampton, Cromwell, Richard).
- At the Restoration (James I, Charles I, Charles II, Henry IV) was restored to the throne.
- The battle of the Boyne in 1690 was fought in (Ireland, Scotland, Sweden, Holland).
- (The Bill of Rights, Petition of Right, Great Charter) provided that no Catholic should be king of England.
- Scotland and England have had a united Parliament since (1603, 1707, 1607).
- The king's policies were determined by the (Great Council, Cabal, Cabinet).
- The parliament in France was called an (Estates General, Intendant, Optionary).
- Nimwegen was a (river, war, treaty).
- Catherine was queen of (Austria, Prussia, Russia, England).

Total points, 42. Number correct, Grade,

PROGRESS CHART

This chart enables you to keep a record of your grades and a diagram of your progress. The grade for each test should be entered under the test number and in the line corresponding to the grade you have made. After the results of a few tests have been entered, connect the grades with lines. The variation of the connecting lines will show whether you are improving, losing ground, or are irregular. Keep the line up-to-date.

[illegible]